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An introduction to exceptional children precedes a discussion of each of the following areas of exceptionality; giftedness, mental retardation, physical handicaps and special health problems, blindness and partial vision, aural handicaps, speech handicaps, emotional disturbance, and learning disabilities. Each chapter is followed by a bibliography of related material and a list of relevant agencies or resources. Ingredients of a public school program of special education mentioned are objectives, organization and administration, teacher selection, physical facilities, staff orientation, parent and community guidance, pupil selection, cooperative programs, and federal funds. Appendixes provide state statutes relevant to special classes, rules and regulations of the commission on general education, certification requirements for special education teaching and administrative personnel, and functions and responsibilities of the Division of Special Education of the Indiana Department of Public Instruction. (RP)

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Exceptional Pupils



SPECIAL EDUCATION

RICHARD D. WELLS
State Superintendent
of
Public Instruction

STATE OF INDIANA
OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC
INSTRUCTION

SPECIAL EDUCATION BULLETIN No. 1

(Revised)
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Exceptional Pupils

Division of Special Education
RICHARD D. WELLS
State Superintendent of Public Instruction
1968



FOREWORD

This present revision of the publication entitled *Exceptional Pupils* has been made in order to bring an originally outstanding publication up to date for current use of Indiana citizens who are concerned with the growth and development of quality educational programs for all our students. This publication should bring together in one location for easy reference most of the pertinent information on the organization and development of school programs for handicapped children.

A vital, but still largely undeveloped human resource, is the segment of every school corporation's total population which has been referred to as exceptional pupils. These are the children who reside at the extreme ends of the ability-inability continuum, and who, because of their wide deviation from the average classroom pupil, may require special educational services in order for school to be maximally beneficial and effective.

The Office of the State Superintendent of Public Instruction, through its Division of Special Education, presents this bulletin with the hope that it will be of use to Indiana's citizenry as it continually strives for an increasingly improved total school program for all our children and young adults.

RICHARD D. WELLS
*State Superintendent of
Public Instruction*

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To Teachers and Future Teachers—

- who have heard the phrase “individual differences” and now realize that it is more than a phrase;
- who want to help children reach their capacities, as great or as limited as those capacities may be;
- who emphasize what children have rather than what they have not, what they can do rather than what they cannot do;
- who find daily compensations in working with
those who cannot see,
those who cannot hear,
and
those who cannot walk;
- who provide these children with the many ways in which they can see, hear, walk, understand, speak, and reason when their ability to do so seems limited or even lacking.

—WILLARD ABRAHAM,
*A Guide for the Study of
Exceptional Children*

INTRODUCTION

Adults generally appreciate the fact that children differ from each other in a variety of ways. Most realize that this difference is usually of little significance save to make each child an individual personality. Yet, many parents and professional workers who are responsible for the care, treatment, or education of children recognize that some differ from others mentally, physically, socially, or emotionally to such a degree that they need special attention if they are to become healthy, well adjusted adults. Educators have been aware of this fact for some time and suggest that more than ten of every one hundred children of school age must have such attention if they are to benefit from some form of educational program. Educators refer to them as "exceptional" children.

There are five main categories of exceptional children: (1) the intellectually superior or gifted child; (2) the mentally handicapped; (3) the physically handicapped; (4) the behaviorally disordered, and (5) the sensory impaired. Although exceptional children are more like other children than they are unlike them, they do represent sufficient individual differences to create problems of cross-classification and to make special provision necessary, whether at school or at home. Such special provision may take the form of a special type of training, or of therapy, or of both. For example, those who need a special type of training may belong either to the superior or to the mentally handicapped groupings, despite the fact that these two categories are diametrically opposed. Again, the physically handicapped may belong to one or more of the remaining categories as well as to the group of the physically handicapped. So also may the emotionally disturbed belong to more than one category. In fact, the only mutually exclusive groupings are those of superior children as contrasted with mentally handicapped children. Such practical considerations of cross-classification will therefore be encountered in any attempt to deal with the education of exceptional children, and must be kept constantly in mind.

Gifted Children

These children find the usual academic tasks of their age mates very easy. They are much brighter than the average child, and unless their school work is commensurate with their ability, they are apt to become bored, and lax, and even fail educationally.

These children need special attention in order to help them develop good study habits and attitudes that will permit them to attain all the success allowed by their mental potential. From this group must come our leaders in the sciences, the arts, medicine, and education.

Mentally Handicapped

Some children are not so bright as others. Of these, some are not capable of doing the work of the regular classroom and careful examination often reveals them to be retarded in mental development. This condition is referred to as mental retardation. Although the mental abilities of these children vary greatly, with proper attention, many of them can become self sufficient members of society. Others are so handicapped that they will need constant care and supervision.

The mentally retarded are found in all strata of our society. This handicap is no respecter of class, race, or other qualifying factors. Although many possible causes are known, much about this condition remains unknown. All over the country, researchers in medicine, sociology, education, and related fields are trying to discover more about these children. Parents of many retarded children have banded together to help in this cause.

Physically Handicapped

All types of children with all types of crippling conditions are generally included in this group. Some are readily recognized such as the polio victim, the cerebral palsied, the child with muscular dystrophy, or multiple sclerosis. Others with such conditions as heart disease; tuberculosis, or mild brain-injury may appear perfectly normal until examined by professionally competent persons. Physically handicapped conditions may be permanent or temporary, mild or severe. In some cases the condition may be less of a problem than the emotional disorder resulting from the handicap.

Behavioral Disorders

Some children, although physically and intellectually sound, may be exceptional because of their emotional make-up. Unable to adjust to the social scheme of things or get along with people—either individually or in a group—such children may take a course of aggression and strike out against society; or they may withdraw within themselves and refuse to participate in society. Either path may lead to great trouble: delinquency, crime, and mental illness. Such children are in great need of help from many agencies, including the school.

Sensory Impairments

The sensory impaired include children who are blind or partially sighted, deaf or hard of hearing, and those with speech and/or language disorders. Children with severe vision or hearing handicaps are cut-off from many of the conventional and most basic avenues of learning. These boys and girls must be given special assistance and enriched and modified experiences in order to acquire the skills and knowledge which are learned by the non-handicapped child in the normal developmental process.

These are our "exceptional" children, all of whom have the same right as all other children in America—the unalienable right to "life, liberty and the pursuit of happiness." It is the school's responsibility to help all children attain these goals insofar as their individual limits permit. The pages that follow attempt to give those responsible for educating our youth, a better understanding of the challenges involved in working with exceptional children of whatever type.

THE GIFTED ARE EXCEPTIONAL: CAN BE HANDICAPPED

The word gifted means different things to different individuals but in the strictest sense of the term it refers to the most intelligent one per cent of the population. However, the general concept of the term is more inclusive, comprising both the gifted and the "moderately superior"—thus including a group which comprises approximately ten out of every one hundred individuals.

Giftedness should be recognized in all fields of endeavor. Special talent and accomplishment in music, athletics, drama, art, journalism, and social leadership have been given considerable attention in many schools for some time, but intellectual giftedness has been too much neglected until recently, except by a few individual teachers. Now, however, the "space-age" has led many to recognize the importance of finding the child with unusual intellectual ability and of encouraging him to make the most of his special abilities and talents.

Identification of the Gifted

After the meaning of the term gifted is agreed upon, there then arises the problem of seeking out the pupils to whom this term applies and of fitting them into whatever program is provided by their schools.

One method of approach to the entire problem may be through a committee composed of teachers and principals interested in the development of a definite program for the gifted. Such a committee can proceed in several ways:

1. Review current literature on the education of the gifted.
2. Plan for the study of superior pupils and their needs.
3. Set up a systematic program of identification of superior pupils, including objective testing (group and individual).
4. Inaugurate a program of community education relative to special provisions for gifted pupils.

In identifying superior ability, the following points should be considered for each pupil:

1. Group and individual mental test scores.

2. Aptitude and achievement test results.
3. Present attitudes and interests.
4. Past and present performance.
5. Reading ability.
6. Special talents.
7. Creativeness and intellectual curiosity.
8. Social and personal attributes.
9. Qualities of leadership.

Characteristics of the Gifted

Most gifted children are avid readers of material well beyond their assigned grade level. As a rule they are interested in many types of reading material—fiction, science, history, biography, travel, poetry—although current personal interests and hobbies can dictate the type of material sought at any given time. It is not unusual for the gifted to display exceptional vocabularies at an early age.

Because their interests lie in many areas, the intellectually superior children seek answers to satisfy their curiosity. This propensity can lead to endless questions. This curiosity can also lead to early use of reference material on the pupil's own initiative. As a group, they learn with little effort and remember what they learn from books, from listening to others, or from their own experimentation. They show ability to reason things out on their own and solve problems that baffle their less able classmates. They are observant and responsive but possess the ability to "shut out the entire world" when working on a project of great interest.

As for personal traits, most gifted children are usually characterized by good physical health and development, initiative, resourcefulness, emotional stability, and willingness to assume responsibility and leadership.

It should be kept in mind, however, that it is possible to have pupils with mediocre records and poor attitudes who should be included in a program for superior pupils while, conversely, some with good records and desirable personality traits may not really be of outstanding intellectual ability. The exceptional children may have poor records, because they do not wish to be considered more intelligent than their friends or because they have not been challenged by the work in the classroom. As a result, they may be lazy, bored, and even troublesome. It is superior pupils like these who may receive

the most benefit from a special program, and who—if they qualify otherwise—should be given special help of one type or another.

Programs for the Gifted

Local conditions will influence the methods used in providing for pupils of superior ability. No specific plan can be recommended to a community as the one way to meet the needs of gifted children in that community. Before inaugurating any type of special program, many plans should be carefully studied and evaluated since several plans currently in use can be modified to fit the needs of a particular school system. In the final analysis it may be that a combined approach using several systems will be necessary to achieve optimal results.

Enrichment

Within the regular classroom, there can be found many activities "above and beyond those normally pursued" that will challenge superior pupils. This approach presents few administrative problems, but care must be taken to see that this so-called enrichment is not the busy-work, time-filling type of activity that offers no training or stimulus to bright pupils.

School activities that offer a variety of opportunities for gifted pupils include: (1) editing the school or room newspaper, (2) organizing and leading class discussions or projects in science, social studies and literature, (3) developing exhibits, (4) planning assemblies or field trips, (5) pursuing additional research in any worthwhile activity of great interest, (6) serving as school librarian, and (7) participating in student council.

Ability Grouping

Bringing pupils of similar ability together and permitting them to work at their own speed in such subject areas as science, social studies, and the language arts will aid in meeting the needs of the gifted in regular classes. Ability grouping may be on a partial basis where superior students from one or more grades in a building spend a part of a day or perhaps just several hours a week together working on group or individual projects. Experimentation in science, dramatics, creative writing, art, music, and foreign language can furnish many stimulating experiences.

Acceleration

Gifted children who are also large and mature socially may profit considerably from skipping a grade or by completing the work of two grades in the time usually allotted to one grade. Covering two grades in a shorter time is preferable to skipping a grade, since no basic material will thus be omitted.

A limited amount of acceleration is not considered undesirable, particularly for those who will enter professions such as medicine and law, requiring extended periods of preparation and university teaching. The chief danger in acceleration—especially if carried too far—is that a child who is several years younger than his associates may find himself out of step socially and unable to cope with the resulting problems.

Special Clubs

All pupils in the class can participate in special club activities, but the gifted can enrich their own experiences and those of their less capable classmates through the many contributions which they are able to make. The skillful teacher will find many valuable ways of developing and utilizing the initiative and creative ability of gifted pupils. Each subject area is a potential "special club" for superior pupils.

Special Centers

Pupils from several schools may be enrolled in a centrally located special class and an enriched curriculum provided for them. In such classes, the regular course of study for the grade is followed without the inclusion of work normally assigned to a higher grade level; but since these children are able to master the fundamentals in a much shorter time than pupils of average ability, their program will be enriched through a more comprehensive and critical study of materials in science, social studies, and the other basic subjects. Such a practice makes it unnecessary to infringe upon the course of study from higher grades.

In these classes, pupils are given training in research methods, effective use of reference materials, outlining, and other aids to the development of effective study habits. Study of foreign languages and typing is often added to the curriculum. Pupil participation in general activities of the regular school program, individually and with pupils from the regular classes, constructive criticism within the class, and self-evalu-

ation by each pupil all help the child to develop a wholesome attitude toward his ability.

Goals

Whatever methods are used, definite goals should be established and the program constantly evaluated in the light of them. Only a few are listed below but their importance is obvious.

1. To help each child develop to the best of his ability—academically, socially, and emotionally.
2. To develop good work and study habits and the ability to work and think independently.
3. To develop leadership, initiative, creative ability, and an appreciation of these qualities in others.
4. To foster a desire for education beyond high school.
5. To help the pupil realize his responsibility for the right use of his ability.

If a program consistently rates high in the accomplishment of these goals, its success is assured.

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- The American Association for Gifted Children, 15 Gramercy Park, New York.
- The Council For Exceptional Children, The Association For the Gifted, 16th Street, N.W., Washington, D. C.
- The National Association For Gifted Children, 8080 Springvalley Drive, Cincinnati, Ohio. (publishes *The Gifted Child Quarterly*)
- Talent Development Project, U.S. Office of Education, Washington, D.C.

II

MENTAL HANDICAP

Who are the mentally handicapped? This is the biggest problem faced when one conducts an investigation in the field of mental retardation. Physicians are inclined to confine the definition to physical causes and the possibilities of neurological involvement. Sociologists describe the condition in terms of the degree of success experienced in fitting into the society in which one is to live. Educators think in terms of how much of the so-called book learning can be mastered. Psychologists are likely to define the problem in terms of the kind of scores made on tests of mental ability. Actually, however, a child is a whole child and cannot be separated according to the thoughts of the different specialists who may wish to study him. Somehow the definition must be made in terms of the child's behavior and capabilities. Such a definition will of necessity comprise the various approaches, taking from each whatever it best contributes to an understanding of the individual and his condition.

Classification for Training and Education

In studying a particular child the first step will be a medical evaluation in order to determine whether treatment or medication can improve the situation. The second stage involves careful measurement of the child's potential learning ability since this ability must be known in order to determine both the level which the child has now reached and his predictable rate of future progress. A third part of the analysis will be to determine his capabilities and his maturity in social situations to ascertain how he fits into his home and community. When these evaluations are amassed, it should be possible to determine from them a feasible plan of training or education.

At the present time an acceptable plan of operation involves a classification of children according to their educational potential. The least capable group cannot be expected to learn or profit much from any kind of formal program. Such children may remain at home or they may be enrolled in a special institution. The group next to these (referred to by some

people as trainable) may, on the other hand, profit from a carefully established and controlled non-academic program. They will be able to learn many of the self-care tasks and, in general, will be able to live semi-independently in society. Higher in intelligence than either of the two former groups is another group usually found enrolled in public school classes but accomplishing practically nothing; yet if these children are brought together into a program especially prepared for them, they will be able to learn the basic school skills to an extent which will enable them to be self-supporting citizens. These are the children who are referred to as the educable mentally retarded.

Complicating Factors

The most complicated problem remains an adequate diagnosis and hence a proper classification of children who appear to be mentally handicapped, for there are frequently many other handicaps which can appear to be mental retardation but which in reality are quite different. For example, a deaf or even hard-of-hearing child who does not respond to questions or commands gives the appearance of being dull. When he does not talk, either, he causes the casual observer or even the parent to believe that he is not bright. Actually, the problem of handling a deafened child is entirely different from that of handling a mentally retarded child.

Another type of disability which frequently depresses an outward appearance of normal intelligence is damage to the central nervous system in specific instances called cerebral palsy. This condition usually involves the motor area of a child's nervous system and, therefore, prevents him from communicating adequately. A third difficulty which often hampers accurate diagnosis is any kind of emotional maladjustment. Malnutrition, also, or other conditions connected with inadequate care or health problems will often depress the outward appearance of intelligence to such an extent that a child appears dull.

The problem then is one both of diagnosis and of classification. The first part involves finding those who are truly mentally handicapped and the second part relates to some kind of proper classification of them so that they can obtain as much education or training as they are able to assimilate.

Since it is known that the final decision will be the result of integrating information from all sources (family doctor, medical specialist, school psychologist, social worker, visiting teacher, school nurse, teacher, and parents), the only question is, who will be the chairman or initiator of the study. Experience reveals that this leadership will vary from child to child and that it really does not matter much which specialist leads. *What does matter is that someone does!*

Types of Programs

After the children have been properly diagnosed and classified, there are still different ways of carrying out the educational or training program. The approach that is receiving most attention at the present time, because it relates to a larger number of children, is the public school program which includes day school classes for such handicapped children. The advantage of this kind of program is that the child can live at home where he is not only loved by his family but where his needs can be cared for by that family. Many of these children are actually found in the regular grades of public school; but experience indicates that this is a most unsatisfactory means of handling their situation, quite useless from the standpoint of accomplishing objectives.

If, in such cases, arrangements can be made for a mentally handicapped child to attend a special class in the regular school, parents will have done the best they can from the standpoint of his education. These classes are usually ungraded (that is, the teacher can give special individual attention to each child's strong and weak points). The curriculum in the majority of the classes is based primarily on experience units of work about some experience that the child has had, or an experience that the teacher feels necessary in order for the child to advance academically, socially, and emotionally. The basic subjects—such as reading, writing, arithmetic, and spelling—are studies as need arises in the unit.

The goals and objectives which are to be reached with each of these groups of children must be carefully spelled out not only for the teacher but for the parents. Everyone involved in the educational or training program should be aware of the objectives. If this is done, the handling of projects at home or at school, as well as the school class program itself will help to improve the learning situation. Knowing the limitations of

these children is almost as important as knowing the assets which they have. The methods of teaching the educable mentally retarded children are basically the same as those used in regular class instruction but more emphasis is placed on learning by doing. Lessons are shorter and essentials are repeated until the child has adequate knowledge of the basic facts needed for his life in society.

There are also available a few private schools for the mentally handicapped. Practically all of them were originally organized by religious or other private groups. The primary role of such programs is to make possible a continuum of services through the provision of pre-school activity programs and post-school sheltered workshops.

Other sources of help which are of great importance are the state-supported institutions for the mentally handicapped. Parents of children in the very lowest classification (those having neither speech nor ability to take care of their own needs) will usually find placement in such institutions the best solution for their child. There are other instances, however, where placement in a private school or state institution is desirable. These hinge upon the circumstances in each particular family. If there are other children in the family whose lives are being blighted by the presence of a severely retarded child, it is likely that placement outside of the family is desirable.

Parents Especially Have Problems

The problems confronting parents of mentally handicapped children are really greater than those of the children themselves. Even though it is known that as many as five to seven per cent of all children are somewhat mentally handicapped, no one thinks that his child will be one of this group. Since parents have few other children with whom to compare their child, they are frequently unable to judge its degree of retardation. Also, and probably most important of all, is the fact that no one desires to have a retarded child; therefore, by denying his child's condition, the parent can at least delay facing the problem. The emotional blow to parents when mental handicap is discovered is terrific. Since the greatest solace of parents probably comes from their family doctor and their religious leader, it is to these two that parents should first go for help and assurance. After that, they should investigate the resources in their community for proper evalu-

ation of their child's capabilities. This evaluation can be made either by a child guidance clinic, a special education clinic operated by a public school or college, or a privately practicing psychologist or psychiatrist. These sources can advise the parents as to community facilities available for their particular child. *The biggest problem faced by the parents is in accepting the child as he is, and then making the most of the abilities that he does possess.*

Great care must be used in determining such a child's abilities, and then in helping him live and work up to those abilities. Far too often an attitude of despair concerning the child's prospects enters into the situation, but with adequate education in the school, and with parents helping to share the responsibility of this education, the educable mentally retarded child can become an independent individual. This is the modern philosophy behind educating such children.

School systems throughout the state have gradually begun to provide the necessary services as they have become more aware of the need. Notable among the types of program development are those in the less metropolitan areas and in secondary schools.

Laws passed by the State Legislature and rules of procedure established by the Commission on General Education of the State Board of Education have increasingly enabled school districts to organize special classes.

What Then?

After the mentally handicapped children have been trained or educated in the best manner possible, some provision should then be made for making them as effective as possible in their adult life. Experience reveals that the group of children classified as the educable mentally handicapped who have attended special classes will, with some assistance, be about 90 per cent employable and self-supporting. Probably as many as one per cent (part of the educable mentally retarded group and some of the trainable group) will be partly self-supporting if they can work under careful supervision like that found in sheltered workshops.

There are many specialists who are willing to help in this program and different people will need to help when a mentally handicapped child is at different ages. But the main burden of initiating programs and pressing on from one step to another rests with the parents.

What the Parents Should Do

1. Determine the facilities in your community for such children.
2. Investigate especially the public school program and get specific information as to how, when, and if your child will fit into it.
3. If there are no community facilities for a child like yours, investigate the nearest community that does have such services.
4. Consider at all times the effect, good and bad, which the handicapped child has on other members of the family. Is he a mental health strain on the mother? Are family relationships tense? Is he placing brothers and sisters in difficult positions?
5. Realize most of all that you are not alone and that there are many other such children, but nevertheless this child is yours and it is your responsibility to take care of him.

What the School Should Do

1. Realize that the problem of training and educating the mentally handicapped child in this age of equal opportunity cannot be put off longer.
2. Special classes should be organized where there are enough children, since their placement in the regular grade is interfering with the rights of other children in the grade and is causing only frustration for the retarded child.

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- National Association of Sheltered Workshops and Homebound Programs, 1522 K Street, N. W., Suite 410, Washington, D. C.
- Division of Special Education, 401 State House, Indianapolis, Indiana
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- Indiana Association for Retarded Children, 752 East Market Street, Indianapolis, Indiana

III

PHYSICAL HANDICAP: ORTHOPEDIC and SPECIAL HEALTH PROBLEMS

The physically handicapped may come from the ranks of the intellectually superior, or from the emotionally and mentally handicapped groups. Whatever their classification, each year many thousands of American children are unable to lead normal lives because they are physically handicapped. Their disabilities range from broken legs to such complex conditions as cerebral palsy, rheumatic fever, muscular dystrophy, and epilepsy. Some of these children require only temporary provision for care, while others need a lifetime of care and supervision. Many must receive the greater part of their education in special classes of the public school; others may learn at home through a visiting teacher or school-home telephone service. Those who are less fortunate physically must attend hospital schools or state supported institutions.

No single definition can possibly describe the one per cent of our school-age children who are called the physically handicapped. Some may be able to use their hands, but their walking may be impossible or painfully slow. Some may speak distinctly while others cannot be understood even by their parents. Some may be confined to a wheelchair; others can run, dance, and skip. Many are continually aware of their physical limitations because of a brace, a cast, or a restraining strap. Others must await the ravages of an epileptic seizure before being reminded of their disability.

Special Health Problems

Although the exact cause of rheumatic fever is still unknown, the condition is usually preceded by such infections as scarlet fever, strep throat, or tonsillitis. The child usually has a sore throat, after which he seems to recover during the next one to four weeks. If acute rheumatic fever is present, he may begin to complain about feeling tired and having pain in his arms, legs, and joints. He may become unusually restless and irritable, or fail to do his usual quality of school work. There may be unexplained nose bleeds, pallor, and a failure to gain

weight. All these symptoms warrant an immediate visit to a physician.

Rheumatic fever almost always affects the heart. Nevertheless, although two-thirds of the victims have permanent scarring of the heart, the majority can still lead relatively normal lives.

When a child who has had rheumatic fever develops rheumatic heart disease, the physician often prescribes an extended period of limited physical activity. This may require the child to remain at home. If he stays at home, a home-bound teacher or a school-home telephone system may be supplied by the public schools. If the pupil is able to attend school on a limited schedule, he may enroll as a member of a local special class for physically handicapped children. The special class teacher can provide constructive forms of recreation and supervise much needed rest periods. This child with rheumatic heart will feel increasingly less desire to engage in strenuous competitive exercise. Consequently he will get well faster, with less chance of severe heart damage.

Rheumatic fever is only one of several conditions which may lower the vitality of children. Diabetes, asthma, nephritis, diseases of the nervous and circulatory system, nutritional problems, and tuberculosis often require adjustments in the daily lives of children to such an extent that they can no longer attend regular school. As with those who have suffered from rheumatic fever, these children need extremely flexible school programs and often provisions for Special Education.

Another major health problem is epilepsy. About one person in two hundred suffer from this condition. It is characterized by a temporary loss or impairment of consciousness. Epileptic seizures are usually accompanied by muscle movements which may range from a slight twitching of the eyelids to a violent shaking of the entire body. The exact cause of epilepsy is unknown. It is a disorder of cell metabolism. This means that it is not essentially different from such illness as the common cold, diabetes, and high blood pressure. Quite naturally, a diagnosis of epilepsy can be made only by a physician.

Many persons who suffer from epilepsy can be helped by medicine, but not all. In fact, through a combination of medication and diet, nearly half of those who have seizures undergo a decrease in the severity of their condition. Since, however, not all epileptics can be helped medically, they must

learn to live with their handicap, whether they are at home, in school, or in a state institution equipped for their care and treatment.

Most teachers feel that if an epileptic child is well enough, he should attend his regular school class. At times this is impossible because his seizures occur too frequently or because he is exposed to unusual hazards and emotional stresses during the school day. In such instances he may find the best opportunity to live with his handicap under the guidance of a specially trained teacher in a special class.

Miscellaneous Health and Orthopedic Problems

Many other physically handicapping conditions that have not been mentioned constitute major barriers to the welfare and education of American children. Various blood, nerve, muscle, and bone conditions will continue to afflict our children for years to come. The proper opportunities for children so afflicted must therefore be provided in ever-increasing numbers if we are to help them in their efforts to achieve a happy and useful life during their childhood and later.

Cerebral Palsy

Cerebral palsy is caused by damage to the brain which may have occurred before, during, or after birth. It is characterized by disturbed muscle function. The child's movements may be involuntary and random or marked by such conditions as stiffness, rigidity, or tremors. All or any part of the body may be involved. Speech, vision, and hearing defects are commonly found in conjunction with cerebral palsy.

Because cerebral palsy is the result of brain injury, intellectual function and emotional stability may be impaired. Nearly 35 per cent of all children with cerebral palsy are thought to be average or above in intelligence, 25 per cent are slow learners, and 40 per cent are much below average in mental ability. The latter group, those handicapped by cerebral palsy and severe mental deficiency, constitute a major problem in family and community management.

Cerebral palsy is usually caused by an insufficient supply of oxygen to the brain or by hemorrhage into the brain substance. Conditions such as low blood pressure in the mother, accidents or irregularities in the functions of ~~the~~ placenta, or difficult birth, have been cited as causes of brain damage and consequent cerebral palsy. German measles, kidney trouble,

and metabolic disturbances are believed to result at times in damage to the unborn child. Meningitis, encephalitis, severe head injuries, and asphyxiation may also produce symptoms of cerebral palsy after the child is born.

Although these are a few of the conditions which may cause cerebral palsy, such handicaps are often known to exist without any apparent presence of cerebral palsy.

The degree of physical handicap in cerebral palsy may vary. Children who are only slightly handicapped can lead relatively normal lives. Those with moderate physical and mental handicaps may be educated through home-bound teaching, school-home telephone, or special schools and classes. The child with cerebral palsy who has a severe physical handicap and is profoundly mentally retarded usually profits most from a non-academic training program. Custodial care is provided in state institutions where a training program in the simple routines of self care and work habits is offered.

Brain Injury and Learning Disabilities

An additional group of children who have suffered injury to the brain differ from the cerebral palsy group in showing few major physical signs of damage. These children present unique patterns of personality and language development which handicap them in their attempts to learn.

Generally speaking, the child's learning handicap is caused by an injury to, or malfunction of certain portions of the brain. Characteristically, this type of youngster can best be described as being highly "disorganized."

This disorganization manifests itself most commonly in the child's inability to pay attention, to change from one kind of activity to another, and to deal with abstract and intangible concepts. He is often over-active and impulsive, and is generally confused about what he is, or what he is able to do. His disability may render him incapable of being able to conceptualize the relationship of parts of things to the whole or to visualize the logical sequence or steps which must be taken to successfully complete a simple activity.

This is the brain-injured child, the perceptually handicapped child, the child with special learning disabilities. Alarming, as many as seven per cent of the school-age children in Indiana may be brain-injured to the extent that they are unable to develop to even two-thirds of their full potential.

Equally surprising is the fact that a great proportion of these children have average or above average intelligence.

Teaching such a child is perhaps one of the most challenging and stimulating experiences a teacher could encounter. The teacher is trained, but does not use a specific formula to teach each. In order to help these children learn, she must be creative. She must plan and develop a workable program for each individual in her classroom. She must possess the ability to understand these boys and girls and their problems, as well as to know their capabilities and deficits.

The ultimate goal of the teacher is to help the child develop to his full academic potential, and to lead him to a realistic acceptance of himself as a worthy individual; hopefully enabling the child to return to his regular class as a participating member.

A team of professionals work together with the teacher to help her determine the most appropriate approach to working with each child. She must experiment, evaluate, and continually develop her teaching technique with regard to each child's special problems. In addition to academic instruction, the teacher may also provide visual motor training activities which are designed to help the child develop physical and perceptual coordination.

Although this kind of disorder has been known about and researched for some time, school programs for perceptually handicapped children are still in their infancy. Our universities are beginning to develop training programs to provide teachers with a wealth of information and experience, which will better enable them to meet the needs of learning disabled children.

Any indication of brain damage, whether manifested as the physical handicap or cerebral palsy or as more subtle irregularities in behavior of children not outwardly handicapped, should be explored medically and psychologically before educational planning is contemplated.

Things Parents Can Do to Help

The parents of a physically handicapped child face many responsibilities to their child, to themselves, and to the whole family. They should first accept the reality of their child's handicap. The handicap is present; hence it must be recognized for what it is. The next step is to follow the suggestions

of a physician who specializes in the child's particular handicap. If possible the child should remain under one physician's care rather than be shifted from doctor to doctor. The child should also be examined at a recognized mental health, psychiatric, or special education clinic. The combination of medical and psychological examinations will help in future planning. Parents should encourage the child to do for himself those things which are within his physical and mental abilities. He should be helped to develop his assets and to circumvent or improve his limitations.

Parents have the responsibility of seeing to their own physical and mental well-being as well as that of their child. Periodic health examinations are important. Absorbing outside interests with plenty of time away from the frequently exacting routine of caring for the child will help the parents to maintain a cheerful and mentally healthful attitude.

Services of the Public Schools

The philosophy of adapting instruction to the mental and physical capabilities of each child is recognized as the keystone of good educational practice. Educators have recognized that not all regular school situations can provide handicapped children with a satisfactory learning environment. The school facilities and the specialized teaching techniques required for many physically handicapped children are not available under regular classroom conditions.

The additional factor of pronounced academic retardation caused by extensive and intermittent absences also places a barrier in the way of the physically handicapped child. He must often have truly individualized instruction in a particular educational setting. This does not mean that he is isolated from non-handicapped children. The special class teacher integrates his group into the activities of the whole school. As a result, the classroom teacher helps the physically handicapped children to learn how to live with their handicaps in a non-handicapped world. Similarly, the itinerant teacher helps the homebound child maintain contact with his group at school. He may do this with pictures, letters, and recordings. A school-home telephone may also permit the child to participate in lessons at school.

Physically handicapped children are much like any other children. They have the same requirements for living. The

great difference lies in some of the ways by which their ultimate goals must be achieved.

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AGENCIES—PHYSICALLY HANDICAPPED

1. Indiana Chapter
National Multiple Sclerosis Society
615 North Alabama Street
Indianapolis, Indiana 46204
2. Indiana Employment Security Division
10 North Senate Avenue
Indianapolis, Indiana 46204
3. Indiana Heart Association, Inc.
615 North Alabama Street
Indianapolis, Indiana 46204
4. Indiana Society for Crippled
Children and Adults, Inc.
3616 North Sherman Drive
Indianapolis, Indiana 46218
5. Indiana State Board of Health
(Commission for the Handicapped)
1330 West Michigan Street
Indianapolis, Indiana
6. Office of the State Superintendent of Public Instruction
Division of Special Education
State House
Indianapolis, Indiana 46204

7. Indiana State Department of Public Welfare
Division of Services for Crippled Children
State Office Building
100 Senate Avenue
Indianapolis, Indiana 46204
8. Indiana State Library
Division of the Physically Handicapped
140 North Senate
Indianapolis, Indiana 46204
9. Muscular Dystrophy Associations of America, Inc.
3716 North Sherman Drive
Indianapolis, Indiana 46218
10. National Cystic Fibrosis Research Foundation
5420 North College Avenue
Indianapolis, Indiana 46220
11. The National Foundation—March of Dimes
3728 North Shadeland Drive
Indianapolis, Indiana 46226
12. National Paraplegia Foundation, Inc.
Indianapolis Chapter
1808 North Moreland Avenue
Indianapolis, Indiana 46222
13. Tri-State Epilepsy Association, Inc.
210 Locust Street
Evansville, Indiana 47708
14. United Cerebral Palsy of Indiana
615 North Alabama Street
Indianapolis, Indiana 46204
15. Vocational Rehabilitation Division
1028 Illinois Building
17 W. Market Street
Indianapolis, Indiana 46204

IV

VISUAL HANDICAP

The child who has a serious and uncorrectable eye condition undoubtedly faces an educational handicap. He is confronted by two difficulties with which the usual child does not have to cope: the attitude of others toward the visually handicapped, and the need for new tools and methods through which he may receive his education. Adults know his problems, but the child cannot possibly comprehend any difficulty until others bring it to his attention. To him, not seeing as others do is normal.

The visually handicapped may be placed in two categories:

Partially Sighted

A partially sighted child is defined as having a visual acuity of 20/70 or less in the better eye after correction and who is able to use his vision as a principal means of education. For educational purposes, such a child can use printed and other visual materials and media, but is limited in the use of such matter in a variety of ways. Some children may be able to use conventional printed matter if a magnifying device or vision training is provided. Others may be able to read print only if it is available in large type. Still others may need a combination of vision training, large print and special lighting.

Blind

A child is defined as being legally blind if he has a visual acuity of 20/200 or less in the better eye after correction, or a peripheral field so contracted that the widest diameter of a field subtends an angular distance no greater than 20 degrees. For educational purposes, a child is classified as blind if his vision is so impaired that he cannot use his vision as a principal means of education. Such a child may use Braille, tangible devices, and/or aural devices and media (i.e.: tape recordings, talking books (records), or reader service).

In some cases, he may even have enough residual vision which can be used in certain learning situations.

The visually handicapped child still has at his command the three major avenues of learning used by all infants: he puts

objects into his mouth and learns of them; he hears the voice of his mother; and he uses his sense of smell to bring him joy and opportunity for learning. For the first few years of his life, the major concern must be to adjust his family to him and give him the opportunity for as great a variety of learning situations as possible. Mom and dad need help. Further, they desire help. They must learn from someone—or from bitter experience—the fine difference between loving care and over-protection. They must find ways of helping their child to do for himself as normal children do. They need to know what is to be expected of him at given ages. They need to help their child utilize his other senses to supplement sight in order that he may escape being physically, academically, and socially retarded. They must overcome disappointment as they learn that their child is not in every way the superior being they had expected. They must above all, find the middle road between guarding him as a helpless soul and thrusting him forward in an attempt to prove that there is really nothing wrong after all.

Accurate and early diagnosis by a specialist is the first step. The doctor will be able to determine the degree of vision which the child has, to advise what developments may be expected, and to prescribe treatment. In this way, the child will benefit by whatever scientific skill can do to correct or arrest his condition. Such medical diagnosis does not imply that the parents should start on an unending search after mythical cures that waste effort, money, and worse yet, valuable time. Adjustment to a situation begins with a recognition of "what is," not with "what I had hoped."

Pre-school training is most essential for the visually handicapped child. First of all, he needs to be loved and played with as any other baby; and he needs to be talked to. Even before there is any possibility of comprehension, he must be talked to. There are the articles of his clothing to name, the food that he eats, his toys, and the names of members of his family. Thus he learns the identity of each, builds a vocabulary that leads toward reading-readiness, and even more importantly, feels the security of being included in family activities. Later, he will need to have an opportunity for talking. He will need to be taught to pat-a-cake and to manipulate his toys. There must be toys, of course, and thought given to the ones which will meet the needs of the particular child.

There must be opportunity for many normal childhood experiences. Without this beginning, the child will be additionally handicapped in school. He cannot understand a ball game, unless he has participated in a ball game. He cannot talk with other children about hopscotch, unless he has tried the game. He cannot calculate symbolic arithmetic, unless he has dealt with and counted real objects. The home is an opportunity for these and similar early experiences which will enable a handicapped child to approximate the learning potential of his age-group as he begins his formal school work.

What direction this school work is to take, what sort of school will give a particular child the best environment in which to develop, will need careful consideration. This care in selecting the school and the course of study for the handicapped child will necessitate the parents becoming thoroughly acquainted with the advantages offered by each possibility, as well as with the needs of their child. Whereas one visually handicapped youngster can cope with the competition of public school, be stimulated by it, and know a happy social adjustment, another will respond better to the greater security of the special class or school.

Whether or not a school can offer the opportunity for this adjustment to be made easily, without loss of achievement, is one of the best means of judging its usefulness in a given situation. The school must also give thought to utilizing, as well as conserving, the vision which the child already has. Tool subjects will require his greatest adaptation. Reading will often need to be taught by means of Braille or books with large type. In many cases, vision may facilitate the reading of most regular print. Writing may employ a variety of methods: slate and stylus, Braille writer, scored paper and black pencil, etc. Whatever the means of writing by hand which is taught, it has been found advisable for visually handicapped children to study typewriting from the fourth or fifth grade on.

Methods used in the sciences will need to appeal chiefly to the sense of smell, hearing, and touch. Mathematics will require the use of an arithmetic slate, raised diagrams, tangible geometric forms, and a greater amount of mental computation. Maps and globes must also possess raised surfaces. Since these pieces of apparatus are readily available, parents and teachers of visually handicapped children should become aware

of their existence and the sources of supply. There are also devices which can be used to supplement and broaden a child's class work. The Talking Book (recorded books), tape recorders, and musical recordings are good examples of this type of material.

The program for the visually handicapped child must also offer opportunity for active participation in physical education and in recreational games. Opportunities will be needed for self-expression in art, music, modeling, or creative crafts. Because mobility and posture are often problems for the visually handicapped child, school and home will need to cooperate in establishing habits which will later bring ease of carriage and locomotion.

As there are certain adjustments to be made in methods and tools, there are likewise adjustments required in psychological approach. Verbal directions or demonstrations before the class will mean little to a child who cannot see what is being shown. He will need to have the object, or a model of it, in his hands, doing each step of a procedure under personal guidance. It needs to be kept in mind that the visually handicapped child does not always have the ability to watch and imitate. Therefore, if he is in a class with children who are securing much of their instruction in this way, he may well be convinced that he is stupid.

Similarities of the handicapped child to the normal child far outnumber his differences. Yet it is only when parent and teacher are fully aware of the areas where differences exist and where adaptations need to be made that these adjustments can be effected unobtrusively.

The time when formal education is to begin will depend on the age when the child is ready for it. In any event, it should begin in the neighborhood nursery school or kindergarten, if at all possible. There, the necessary adaptations are at a minimum and the group itself is less aware of any differences. However, special pre-school programs are in many cases essential.

There is a wealth of experience and research on the many phases of development of a visually handicapped child. In meeting this sort of problem for the first time, valuable help may be secured through written data, and through personal contact with the individuals themselves, parents, and their teachers.

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- The Visually Handicapped Child at Home and School*, U. S. Department of Health, Education, and Welfare, Office of Education, OE-35045, Bulletin No. 39, 1963.

AGENCIES

1. The American Foundation for the Blind
15 West 16th Street
New York City
Practical literature on the training of visually handicapped children. Many devices sold; catalog on request.
2. American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
Source of texts—Braille, recorded and large type print; mathematical teaching tools; maps, globes, games writing materials, etc.; catalogs on request.
3. National Society for the Prevention of Blindness
Local office Indiana University Medical Center
Indianapolis, Indiana 46207
Literature on eye diseases, care of the eyes, proper lighting, etc.; also films and posters; catalog on request.
4. Indiana Agency for the Blind
536 West 30th Street
Indianapolis, Indiana 46208
Home teachers and counselors acting in advisory capacity to parents and teachers. Some special instruction for teachers. College and vocational training available to qualified, legally blind students. Job placement service.

5. Service for the Blind and Physically Handicapped
Indiana State Library
140 North Senate Avenue
Indianapolis, Indiana 46204
Lending agency for Braille and Talking Books. Materials also in print suitable for teachers and parents.
6. Office of the State Superintendent of Public Instruction
Division of Special Education
State House
Indianapolis, Indiana 46204
7. The Indiana State School for the Blind
7725 North College Avenue
Indianapolis, Indiana 46240
8. Special programs in local school corporations. Contact the Superintendent of schools.
9. Textbook Library for the Blind.
7725 North College Avenue
Indianapolis, Indiana 46240
Lending library of textbooks in Braille and large print.

V

HEARING HANDICAP

Of all the types of physical impairments which may affect children, a hearing handicap is probably the most difficult for parents to recognize and to accept. Their child looks so normal. Because he laughs, cries, and plays just as other children do during their early years, his parents have difficulty in accepting or recognizing the fact that he is different until he is older and in some cases until he has lost many valuable years. Yet, with the exception of the child who is both deaf and blind, the child with a severe loss of hearing is educationally handicapped to a greater extent than is any other type of handicapped child. The deaf child is two to three years behind his hearing peers due to the deficiency in language skills. Frequently, the hearing handicap will also affect the child's social and emotional development.

There are many types of hearing impairment, each of which requires different understanding and treatment. However, for purposes of identification, children with hearing losses can be divided roughly into two groups: the hard of hearing and the deaf. The rate of incidence for such children may be estimated at .6 per cent of the school population. The hard-of-hearing child can hear and understand speech, but with difficulty. The speech must be loud and the child must use a hearing aid, or lip reading along with a hearing aid, to supplement his own faulty hearing. The hard-of-hearing child usually begins to talk later than the average child and his speech is less understandable. The hard-of-hearing child may be aware of loud sounds such as horns, airplane motors, and even radio, which comes to him as vibration, but he is unable to hear and to understand speech by the ear alone. Even with the amplification of a hearing aid, a deaf child cannot hear and recognize all speech sounds. He is educationally deaf. He is like the blind child who is aware of light and darkness but cannot perceive objects.

Losses for those who are hard of hearing may range from mild impairment, which means that the listener has difficulty

in hearing speech under less than ideal conditions, to severe impairments when speech is understood with such great difficulty even under the best conditions that amplification of sound by a hearing aid is required.

No sharp line separates the deaf from the very hard of hearing. It is often difficult to determine definitely whether the very young child falls into one group or the other. It often takes some time for skilled teachers and other specialists to determine the degree of deafness. Their task is complicated by the fact that the educationally deaf child often enjoys sensations of sound which come to him as vibrations and he may even have an appreciation for music, while still being educationally deaf. Both he and the very hard-of-hearing child need early and intensive special training.

The deaf child will not develop speech at all without long and intensive training by skilled teachers of the deaf. Even then, his speech will be different from that of other children because we learn to speak by hearing others and by imitating what we hear. Thus, if he cannot hear speech, he will speak imperfectly.

The earlier a hearing-handicapped child learns to understand and to talk with others, however, the better are his opportunities in the hearing world culturally, socially, and economically. Parents are likely to be more concerned over their child's lack of speech than they are over disabilities imposed by a loss of hearing. Therefore, proper immediate concern for other aspects of life is desirable to prompt the appropriate early training; for complete emphasis on speech to the detriment of these other aspects of life may do more harm than good. The primary concern of these parents should always be the child's physical, social, and emotional development. Children who feel secure with other people are better able to profit from instruction. The assumption by parents that speech must be "perfect" can even add to the insecurity and maladjustment of children with impaired hearing, since most of them still have imperfect speech even at the end of their training program. With a deaf child every effort should be made to communicate in ways that are meaningful to him. These will include using pictures, gestures, pantomime, facial expressions, and any other activities that convey meaning. A caress, a push, a spanking, and a smile are all significant forms of communication whether the recipients hear or not.

Just as gestures of hand and body can come to have meaning, so also can gestures of lips, tongue, and face. Interpretation of these facial gestures is the skill we know as lip reading or speech reading. This skill, undoubtedly, is the most useful means for understanding normal conversation that can be employed by a person with impaired hearing. It is particularly valuable to the hard of hearing as a supplement to imperfect hearing. To be sure, the ability to read lips will vary as other abilities do. It seems to depend more on inherent knack or aptitude than upon hard study. Moreover, with speech reading as with speech reproduction, the implication that a child's happiness is entirely dependent upon developing these abilities can do harm. A child who is worried over his disabilities is not receptive to learning. Therefore, although parents can do a great deal in the home, they should not become so over zealous in their role as teacher that doing so they neglect their role as parents. It is most important for the parents of hearing-handicapped children to instill in them the confidence that they are accepted and loved for what they are.

It is important that hearing handicaps be recognized as early as possible and that services to correct or to improve the condition be secured immediately. Some of the symptoms which should prompt parents and teachers to consider the possible presence of hearing impairment and to seek assistance are: (1) failure to react to sounds—the radio, doorbell, telephone voices, (2) delayed speech in childhood, (3) inability to locate direction from which sounds come, (4) more than normal use of hands in making wants known, (5) a poor sense of balance, (6) faulty speech and mispronunciation of common words, (7) a "deaf" voice characterized by lack of normal intonation and resonance, (8) inattention and frequent mistakes in carrying out instructions, (9) turning the head to catch sound with the better ear.

Hearing defects may be classified according to type: conductive, nerve, and mixed. Conductive losses are caused by a defect or obstruction in the ear canal or in the middle ear which prevents sound from reaching the inner ear and the nerve of hearing, as it does in the normal ear. This condition never results in total deafness and can be helped more often than not by medical treatment and surgery. A nerve loss may affect the inner ear, where sound is received, or the nerve of

hearing between the inner ear and the brain, or the brain center where sound impulses are received and interpreted. The loss may be semi- or total. Mixed deafness is a combination of conductive loss and nerve loss.

Hearing loss may be either congenital (existing at the time of birth) or acquired. The longer a child has had hearing, the more opportunity he has had to learn to speak and to acquire language normally. Nevertheless, even a child who loses his hearing when he is ten to twelve years old, needs speech correction and training if his speech is not to become worse after a hearing loss.

Some common causes of congenital hearing losses are: illnesses of the mother during pregnancy, failure of the hearing mechanism to develop, and heredity. Some causes of acquired deafness are: children's diseases accompanied by high fevers, abscesses of the ear, throat infections, and injuries to the head.

Parents who suspect their child of suffering from a hearing impairment should secure adequate help as quickly as possible. This can be secured not only from various otologists throughout the state, but also at the School for the Deaf in Indianapolis, and at speech and hearing centers located at Ball State University, Muncie; at Indiana University, Bloomington; at Indiana University Medical Center, Indianapolis; at Indiana State University, Terre Haute; and at Purdue University, Lafayette. A physician, preferably an otologist, should be consulted to see if the hearing condition can be improved through medical treatment. At one of the centers mentioned above, parents should secure an examination by an audiologist skilled in the assessment and diagnosis of hearing losses. These audiologists can make referrals to authorized hearing aid dealers. The hearing aid dealers will help in the fitting of a hearing aid if such a device will help the patient in question.

If examination discloses a hearing impairment serious enough to handicap the child in regular public school classes and if the condition is not a temporary one, then competent educational advice should be secured. Many physicians will not feel qualified to give educational advice regarding children with hearing handicaps. Fortunately, there are persons available in Indiana who have had considerable experience in educating children with hearing handicaps of many types and degrees.

Where hearing loss is slight, especially if only one ear is affected, a child can probably "get along" in the regular public school classroom if he is advantageously seated.

Where the hearing loss is greater, it may be necessary to fit the child with a hearing aid and give him special instruction in lip reading as well as providing both parents and child with academic counseling. A large number of children in Indiana are receiving this type of assistance.

Where hearing loss is considerable and language is severely limited, it may be necessary to put the child in a smaller class designed especially for those with hearing defects. When the child has such a severe hearing impairment that he is educationally deaf, it is quite likely that he should be enrolled in a program for the deaf in the public schools or at the School for the Deaf. In both of these programs, he will have trained teachers with special methods for teaching speech, lip reading, and language. He will then be able to compete in classes with other children of similar ability and similar degrees of hearing loss.

It is possible that some children with severe losses can obtain the necessary education in one of the day classes for deaf children throughout the state, provided they live in or near one of the cities where these centers have been established. Children who live close enough to the School for the Deaf in Indianapolis may also attend on a day basis. The majority of children at the school come from a considerable distance, however, and are in residence during the week, many of them going home on week ends.

In 1968, a public school program for the preschool deaf child was initiated in nine regional locations throughout Indiana. The program is for children two to five years of age inclusive.

The over-all program at the School for the Deaf extends from preschool through high school and offers intensive vocational training in addition to the regular school subjects. In 1958, the school completed for children from five to eight years of age a new Primary Oral Unit where all instruction, care, and training is entirely apart from the main school. In 1967 another oral unit was completed and houses children who are between the ages of eight to ten.

Regardless of the educational facilities which a child will need when he is of school age, parents can, and must, do a

great deal to help the child adjust to his hearing loss before he reaches school age.

Long ago a child who was born deaf was condemned to a lonely existence. There were no schools for him to attend. Nobody believed he could be educated. Many people supposed he had no intelligence. People did not know that he could be taught at all—much less that he could be taught to speak and to read lips.

Today there are schools for the deaf in every civilized country. In our Indiana School, all deaf children are taught to speak and to read lips within the bounds of their abilities; and every child has the opportunity to read, write, and master all other regular school subjects.

Learn His Special Problems

Nothing about the hearing handicapped should frighten you. The specially trained person has no magic wand; he has only an understanding of the child and his disorder, which parents also can have. The handicapped child needs the same training that a normal child needs, but he requires more of it.

1. He can learn to understand speech, although in the beginning speech will mean very little to him. Do not stop talking because he fails to understand.
2. He can learn to follow simple commands given orally. Talk to him. Do not use signs and gestures only.
3. He can learn as well as another child if he knows what he is to learn. Do not become angry if he fails to understand at once and do not believe him stupid if he is confused. Above all do not punish him for not understanding.
4. He can learn to talk, although in the beginning his speech will be hard to understand and slow to develop. Do not criticize his poor pronunciation, or refuse to try to understand it.
5. He can be happy with other people. The sooner he learns to communicate, the easier it will be for him to become an educated, sociable, and self-supporting citizen. Do not keep him from playing and learning with children who have normal hearing.

Learn How to Teach Him Language

1. The hearing-handicapped child must see the face, especially the mouth, of a speaker to understand the meaning of his speech movements. (Let us call this lip reading.) Do not talk until a child with hearing handicap is able to see your face.
2. Always speak naturally to your child. Exaggeration or over-emphasis which distorts your speech movements may make your speech easier to understand; but it will make it harder for your child to read other people's lips.
3. Children begin to talk when it helps them meet some of their needs. You cannot force them to talk until they are ready. Do not say, "Say it!" or "Talk to me!" Deaf child may tire of listening to you. Remember, they are "listening" with their eyes. Do not be discouraged if he turns away from you before you've completed your statement. Be patient and wait until you again have his attention.
4. Hold the child and sing to him often. He will feel the vibrations. Give him musical toys and drums, bells, and horns. Encourage him to listen to phonograph, radio, or television and to feel vibrations by placing his hand on the machines. Tell him stories, using sounds for animals, horns, trains, and the like.
5. Praise the child's efforts to speak even if you cannot always understand them.
6. Since the child needs to be watching your face while you talk, point to things before or after you talk. Hold small objects near your mouth when talking about them.
7. Some words are basic to the child's life. Consider his needs before choosing words to teach him.
8. Words should be made louder with an implifier or hearing aid whenever possible.
9. Talk to the child in short but complete sentences; use gestures only when necessary; talk to him as much as possible even if he does not understand everything.
10. Make the most of each experience in order to stimulate the child's learning. Talk to him before, during, and after each new experience. If you are going shopping, for example, you might say, "We're going to the store;

I'm going to buy some apples. Here is the money," etc. At the store the statements should be repeated and again as soon as you return home, e.g., "We went to the store; we bought some apples," etc.

11. Expect gradual improvement. Even the normal child's speech sounds and sentences change and improve until he is ten years old. Do not expect more from your hearing-handicapped child than from a child with normal hearing even if you have devoted many extra hours to helping him. Remember, your extra efforts have simply provided your child with the opportunity to learn which was already available to a child with normal hearing.

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ORGANIZATIONS

- The Alexander Graham Bell Association, 1537 35th, N.W., Washington, D.C. 20007.
- The John Tracy Clinic (information for parents of preschool deaf children), 942 W. 37th Street, Los Angeles, California.
- The National Association of the Deaf, 2495 Shattuck Avenue, Berkeley, California.
- American Hearing Society, 919 - 18th Street, N.W., Washington, D.C.
- Conference of Executives of American School for the Deaf, 2601 Warring Street, Berkeley, California.
- Council for Exceptional Children, 1201 - 16th Street, N.W., Washington, D.C.

FILMS

Captioned films may be secured through the: Captioned Films Office,
Indiana School for the Deaf, 1200 E. 42nd Street, Indianapolis,
Indiana 46205.

RECORDINGS

A list of suggested recordings may be secured from: The Volta Bureau,
35th and Volta Place, Washington, D.C.

RESOURCES

Supervisor, Programs for the Deaf and Hard of Hearing, 401-I State
House, Indianapolis, Indiana.

Superintendent, Indiana School for the Deaf, 1200 East 42nd Street, In-
dianapolis, Indiana.

Administrators of Special Education in public school corporations.

VI

SPEECH HANDICAP

The ability to express ourselves effectively is of paramount importance in our world today. We tend to assume that this ability develops spontaneously in children. Actually, speech is a unique and complex activity—the result of learned behavior. It is true that most children are able to learn good speech. There are some, however, whose speech differs from that of the group to such an extent that it calls attention to itself or interferes with communication and adjustment. These are the speech-handicapped children. They number conservatively three per cent of the school population.

What Are the Most Common Speech Handicaps?

Speech difficulties are frequently divided into groups as follows.

Articulation Problems

This group includes all the speech deviations based primarily on incorrect production of speech sounds. Some of these problems result from organic conditions and some are non-organic, or functional, in nature. Included in the articulation group of speech deviations are those of children who omit sounds in words, substitute one sound for another in words, and distort speech sounds within a word. Examples of articulation deviations include: saying top for stop and lellow for yellow.

The organic problems of articulation include speech deviations resulting from some physical condition which impairs the normal development or production of speech. Some physical conditions causing faulty articulation are: cleft palate, cerebral palsy, brain damage, severe hearing loss, and extreme dental irregularities.

Functional articulation problems may result from factors such as lack of stimulation, imitation of poor speech models, and emotional trauma.

Voice Problems

This group of difficulties is made up of three major types having to do primarily with the sound of the voice: pitch, loudness, and quality.

Rhythm Problems

This group of difficulties includes the speech deviations commonly referred to as stuttering and those which involve excessive speed in talking.

Language Problems

This group of difficulties includes problems in use and comprehension of linguistic symbols. Difficulties are experienced in the expression of ideas rather than the production of speech sounds. Causes of language problems include severe hearing loss, inadequate stimulation or instruction, and injury to the central nervous system.

What Causes Speech Handicaps?

There are many factors which may contribute to the development of inadequate speech. The majority of problems result from such factors in producing inadequate speech as poor learning or instruction, inadequate stimulation, emotional maladjustment, foreign language influence, imitation, and similar factors. A much smaller percentage of speech problems can be attributed to such organic factors as dental malformations, nasal obstructions, lip, tongue, and palate abnormalities, injury to the central nervous system, or other physical deviations.

How Is Speech Developed?

Speech skills begin to be acquired as soon as the child is born and continue throughout his formative years. The speech of all children does not develop equally. Speech growth, in younger children, is to some extent dependent upon accompanying physical and mental growth. Patterns of gross muscular coordination are learned first, after which the child gradually develops finer muscular control. As parents well know, the child first learns to produce crying sounds. Later, he develops the non-crying sounds. Vowels are mastered first, as these require less complex muscular adjustments. No two children will learn the various speech sounds at exactly the same age. We do know, however, that specific sounds are nor-

mally acquired by a certain age. By 3½ years of age, most children have learned to produce the p, b, m, w, and h sounds; by 4½ years of age, they have learned the t, d, n, k, g, ng; by 5½ years of age, the f sound is achieved; by 6½ years of age, the v, voiceless th, sh, l sounds are mastered; by 7½, the additional sounds of s, z, r, wh, and voiced th sounds are learned. Many children master these sounds earlier than indicated, but some children will take longer to learn them.

How Can Parents Help?

Parents play an extremely important role in the process of the child's speech development. Their reactions to the child's early attempts at speech are of great influence on the child. Too frequently, well-meaning parents impose adult standards of speech on a young child. The two-year-old may say "wamp" for lamp or "toup" for soup. This is perfectly natural. It requires a certain amount of time for him to acquire physical coordination of the speech muscles and to practice making the various sounds. Parents can help by realizing that the child will require several years to develop all speech sounds. A child, however, is showing retardation in speech development if he does not make the sounds by the age norms indicated earlier.

Parents can promote speech growth by providing their children with a good speech environment. Children learn to speak by hearing speech. If a child is to develop good speech, he needs to hear good speech. Even when the infant is only cooing and babbling, parents can stimulate speech attempts by producing simple speech sounds such as "ma-ma" for the child to hear and attempt to reproduce. In all probability, the child will not repeat the correct sound the first few times he hears it. Eventually, after much practice, he will learn to make the necessary muscle movements and will acquire the sound.

Learning speech is a complicated process. It is important that the child be given all the assistance possible to make his task easier. In instances where organic factors are contributing to the speech problem, parents will, of course, wish to seek the aid of family physicians, dentists, medical specialists, or other consultants. All parents should be concerned with the total development of their children. It will be wise to avoid focusing attention on the speech problems of a child. Too much pressure can result in emotional conflicts which may then cause additional problems. If two languages are spoken

in a child's home, his problem is magnified. Remember, he will learn what he has heard. If he hears a dialect, he will learn that dialect. If he hears "baby-talk," he will respond with "baby-talk." If he hears faulty articulations, he too may develop inaccuracies in sound. The chances for a child's developing normal speech are greatly increased if he has a good speech environment as well as patient, understanding parents.

How Can Teachers Help?

By the time children enter school, they have probably learned most of the speech sounds and have developed a fairly extensive vocabulary. They may still have speech errors and will still need help if they are to develop adequate speech. There is much that a classroom teacher can do to promote good speech development among her pupils.

Many children need opportunities to hear good speech because the speech environment in many homes is far from satisfactory. Television has replaced the story hour, mother is working away from home and has less time to spend with her children, or grandmother (who may feel that children should be seen and not heard) is caring for the children. In this way, it becomes the responsibility of the school to help provide the experience necessary for good speech development. A teacher can supply speech stimulation by making certain that her own speech provides a good model for her children and by offering many periods of storytelling—or record listening for the class.

Some children have been subjected to speech but have never really attended to it. As a consequence, they may lack the skills of auditor discrimination. Training in recognizing sounds, identifying their location, and differentiating between them not only aids in speech development but can also lay the ground work for future work in phonics.

Perhaps the teacher's greatest contribution is in providing a classroom situation which is conducive to speech. When a child feels free from the pressure of time, when he has an interested audience, when he receives no penalties for his speech problems, he has an opportunity to develop his communicative skills. Teachers can further aid those children who are having speech problems by helping them to receive remedial speech training.

Where May Assistance Be Obtained?

There are innumerable facilities to aid parents and teachers of speech-handicapped children. If a child has a speech prob-

lem, it is advisable to secure the assistance of a speech therapist who has been trained to examine children and to make recommendations for corrective procedures. Many communities have employed speech therapists for their public schools. Even if your child does not attend school, these therapists are often available for consultation and in some instances for private therapy. Your school superintendent can tell you if a therapist is working in your community. In addition, Vocational Rehabilitation Offices can be of assistance to those persons over 16 years of age who are not enrolled in school.

In Indiana the four State universities maintain speech and hearing clinics.

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VII

BEHAVIORAL DISORDERS

A child can be anything he wants to be. He can be a lion, an astronaut, a bird like the great eagle, he can swim to the bottom of the ocean and wait to watch the brave seahorse in a quiet world of monsters and silence, he can be King Arthur or Winnie the Pooh. A child can be so many things in his own world or that of other children. It's a wonderful thing to be a child. But being a child requires that someday he become an adult and then (it seems) there are fewer things he can be. What a child imagines himself to be and what he really is may be quite apart from each other in the long process of learning to be an individual. Learning and growing are the destroyers of fantasy, but they are also the builders of individual fulfillment. The child needs help from his environment to learn and to become. And as the child grows, as his fantasies give way to reality and individuality, and as he learns to use his abilities, he needs much guidance, understanding, and support. The child needs love, a stable environment, and order in his development. He needs assistance to meet his particular needs at each special time in his development to guide him at each step in harmony with his individual level of growth and ability so that the next step will be no greater than the last. He needs an adult.

Adults come in a curious variety of shapes, sizes, temperaments, importance, and sexes. From this assortment, throughout the child's early life and adolescence, he must select those models that seem right to him. He must select the adult models that serve his needs of the moment and that somehow seem appropriate to his own particular requirements. These models must be available if he is to test himself to make sure that he has selected right, right for himself and right for the demands of his particular world. It is a tremendously complicated thing, this growing up, this giving up of the child world, the secure corner of un-responsibility. And each child has no alternate but to grow, to test his footing, to become. Thus, each child begins the trip to adulthood with little more

than his basic abilities which he develops at each step in preparation for the next. And as we might guess, not all children can make the right choices nor are all children ready to take the first step or the fifteenth step equally well. Some cannot make the steps at all in sequence.

The child who is unable to develop smoothly along the developmental path finds increasingly difficult barriers in his path as does the child who, due to internal or external causes, is unable to understand his environment. These children come to us as children who are disturbed, maladjusted, delinquent, or immobilized. And there somewhere along the pathway at a particular point the child can no longer proceed though we require he must, and suddenly the teacher, the parents and neighbors in the community realize that this child is different. He is disturbed. What now?

Let's play the game of normal and abnormal for a moment, for it may give us some valuable insight into the nature of the disturbed child. We all realize that normal behavior and normal adjustment is only a relative definition to the particular requirements of the environment at the moment. For example, the normal adult in his own life situation is considered as such because he functions relative to the standards for behavior in the environment. If we removed him from that environment and placed him in a different culture or environment, he might be considered abnormal by the standards of the second group. Each of us as individuals seek out social groups much like ourselves or with specific standards to which we wish to aspire. In the broader sense we live in a geographical region which, in its totality, has even more standards to which we adhere. Finally, we continue this process to realize that generally we live in an entire society which has broad standards for behavior that cross even specific geographical boundaries. At the lower levels though, in our everyday living patterns, we cross through different sub-groups of social and cultural standards and for brief moments we exist in a somewhat alien world where our behavior may seem strange or slightly abnormal to that particular group's standard.

In summary, each of us live in a somewhat restricted life space where our behavior is considered normal and appropriate. Normal becomes not so much just a set of internalized concepts of behavior but rather the appropriateness of our responses relative to the external environment within which

we exist at the moment. The child who learns a particular set of acceptable behaviors often finds that set of behaviors unacceptable in the various environments through which he passes. If the child is able to readjust his behavior successfully in the different environments of school, community, and home, (or) if the standards for behavioral expectations are fairly consistent within each of these environments, then the child is able to function in a "normal" way. Unfortunately, many children cannot adapt their behaviors to different situations and come to be known as disturbed or socially maladjusted due to inability to cope with the environment in one or more settings. Disturbed behavior can be the result of several environmental influences such as inconsistent expectations or standards for behavior between the home, school, or community; inability of the child to cope with changing requirements, and a major effect of one environment which has different standards than the other environments in which the child has to function. Thus, disturbed behavior can be one of cultural alienation, of varying behavioral expectations for normal, and lack of integration of systems of educational and cultural values throughout the child's environment which provide effective models of identification.

This ability of the environment to stimulate either positive or negative influences upon the child provides one of the basic problems which may create emotional disturbance in the child or the child's behavior to be viewed as disturbed. If the child's method of adjusting or coping with the environment is unacceptable to that environment then the child is seen as disturbed when in fact he is environmentally alienated rather than being disturbed. If the school or teachers, for example, attempt to alter the child's behavior through forceful intervention or demands then the child may rebel since, in his private world and at home, his behavior is appropriate.

The child becomes disturbed if he is unable to exhibit the proper coping and behavioral control appropriate to the school environment. The school, seeing him as disturbed, does not recognize that he is in fact able to cope at home or in the community since the teacher only sees the disturbing behavior exhibited in the school setting. In this situation, though the child may not be basically disturbed within his own personality, he is seen as disturbed and classified as such. The school may then act upon the disturbed behavior attempting to alter

it by demand rather than by support. This forceful intervention is met, as with most individuals normal or not, with resistance which then requires the use of more intervention by the school. It is then possible that the school not only misidentifies the original behavior but quite innocently now stimulates and precipitates actual behavioral disorders of disturbance. This is a process which might be described as *reciprocal failure experience reenforcement*. This is to say that environmental influences stimulate behavioral disorders in the individual and when the individual reacts to that stimulation even more stress is introduced from the environment reenforcing and intensifying the disorder. The child may become increasingly alienated in school and subsequently this confusion and anger is felt in the other environments where the child had originally been able to adjust. The final outcome is often that the child loses his ability to cope in any environment and the only effective solution is removal to neutral grounds for treatment such as the residential school or institutional program.

One can imagine the many sorts of children who may tend to develop emotional disabilities in the foregoing manner. The inner city child, the child from the deprived or sociopathic home environment, or children in the next category which is that of emotional disabilities arising from the inadequate or "disturbed" family situation.

Most educators understand that children may be "internally" disturbed in their basic personality structure or development. Perhaps what many of us consider the classically disturbed child falls in this category. The family structure, as one can find within readings on disturbance, often creates the basis for disturbance in children. The lack of adequate parent or home situations contributes to much of the behavior which is seen in school as atypical or disordered. Children may often exhibit either one of two major sorts of disturbance or a combination of the two. The first may be the child who exhibits disorder in his thought processes. He is unable to distinguish between reality and fantasy which he creates in his own mind. This child has never developed an adequate perception of the environment or he has finally escaped into a fantasy world because reality was too painful or difficult. The second sort of disorder may involve emotions or feelings. This child may use somatic complaints as a means of avoiding interaction in the environment or he may have unexplained

fears, phobias, or fantasies which inhibit his successful adjustment in the school setting. While such problems may be reenforced in the environment just as in the first discussion, these children often come to the school setting with pre-existing emotional liabilities which are manifested once the structure and requirements of the school setting are realized. But basically this is a child who might be considered internally disturbed in that his perceptions of the environment at school, at home, or in the community are distorted or threatening to him. His ability to adjust or cope within any environment is hindered by basic personality inadequacies.

The first discussion concerning the environmental alienation process illustrated that a child may become disturbed or be viewed as disturbed due to the environment or his own inabilities while the second major type of child exhibits more severe disabilities in that he does not have the basic internal ability to organize himself and perceive the environment in effective ways. Thus, the first area suggests more surface or external causes for disturbance while the second illustrates internalized disorganization. A final major cause of disturbance may be found in the organic or pseudo-organic basis.

Children develop in spurts and "stages" in basic processes such as motor, perceptual, and conceptual areas. The young child builds perceptions of his environment first through motor experiences. This process leads and integrates into percepts of the environment upon which the child learns to respond to the environment or act upon it to gain his basic needs. Eventually, the motor and perceptual processes are integrated with the perceptual modalities of visual and auditory channels becoming the major means of perceiving and interpreting the environment. This process leads to making generalized concepts concerning the environment which further leads to the total cognitive functioning of the individual in his interaction with other individuals.

If a child has minimal brain injury he may not interpret the environment properly and become confused, uncertain, and unable to develop either emotionally or in the learning program even though his basic intellectual processes are adequate. For this sort of child learning or interacting may become difficult or impossible in that his "senses" do not give him adequate information with which he can eventually build successful experiences in the school. Such children may, as we

might expect, develop emotional reactions to the school program which appear much like those cited in the first two discussions. Since minimal brain-injury is difficult to diagnose the parents or teachers may not become aware that the emotional difficulties are due to organic causes. The child is seen as disturbed and professionals may seek solutions and causes in areas where there are in fact no basic problems. This process then becomes very much like the environmental influence in that the environment reenforces disordered behavior.

Another sort of child is the child who, due to a variety of causes, exhibits similar perceptual or motor problems as might be seen in the child with organic disability but who in fact does not have actual organic disabilities. The child who does not develop in the perceptual areas due to a constricting early home environment, due to temporary illness early in life, or due to slowed development, may have actual perceptual deficits much like the organic child. This child also fails in the school environment and reacts to this failure with behavior which is inappropriate. Again, the child may be identified as disturbed while the basic disabilities remain unknown.

The discussion here has illustrated four major difficulties which may induce, stimulate, or reenforce behavioral patterns which eventually produce a disturbed child in the school setting. Obviously, any of these problems may be mis-diagnosed if the proper evaluation is not available. To meet such problems a major emphasis must be realized in the school setting in the area of early evaluation of emotional and organic disabilities. Further, there should be on going in-service training programs for teachers, not only to assist them in identification of such problems but also in techniques of intervention into the development of continuing problems.

Some of what is being said here suggests that the more traditional concepts of the nature of disturbance are little more than primitive beliefs. To consider the disturbed child as a child who must be "treated" or who needs to be placed in a special program is unrealistic if some understanding is gained in the nature of disturbance. Often the psychologist or psychiatrist find that a case referred to them does not require extensive treatment but rather alteration in the school or home situation and this can be accomplished by school personnel if the proper orientation is available concerning the nature of disturbance. For these reasons, there is increasing interest in

bringing the specialist into the school setting to assist the teacher rather than removing the child to assist him in another environment. Certainly there will be children who must, due to the severity of their disturbance, be removed to another environment.

The disturbed child often can be identified by several sorts of basic criteria. Eli Bower developed a brief list of criteria which has been helpful in many school settings in identifying the disturbed child.

- a. An inability to learn which cannot be explained adequately by intellectual, sensory, neurophysiological, or health factors.
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c. Inappropriate or immature types of behavior or feelings under *normal conditions*.
- d. A general pervasive mood of unhappiness or depression.
- e. A tendency to develop physical symptoms, such as speech problems, pains and fears, associated with personal or school problems.

This basic criteria list illustrates general sorts of problems which may be seen in the disturbed child. It must be pointed out, though, that most of these behaviors will be seen in normal children at one time or another, therefore, one or more of the foregoing behaviors must be seen *to a marked degree and over an extended period of time* before one may suspect disturbance.

Many school programs find that disturbed children tend to fall into three major groupings relative to behavioral manifestations. The first group is characterized by the aggressive or acting out behavior. This child uses aggressive behavior either in active or passive manners to resist the requirements of the school environment. The second group of children includes the overly dependent child who is unable to function without close supervision or support from the teacher. A third type is the child who withdraws from the school program or interaction with other children. The withdrawn child seldom is spontaneous in his responses and may refuse to verbalize his needs or feelings in any situation. Some withdrawn children make a marginal adjustment but under stress they withdraw and become immobilized.

At this point in the discussion, it can be realized that a definition of the disturbed child can be quite difficult if one considers the disturbed child as some sort of special or distinctly different sort of child. It may now be realized that the use of a term such as "disturbed" suggests a rather severe sort of emotional disability which does not account for those many children who are "becoming" disturbed. If the children who are now under stress and who may be potential disturbed children are not also accounted for, then we are in fact only treating symptoms instead of attempting to prevent or intervene in the developmental process of disturbance. Further, identification of the disturbed child without proper accounting for the influences of home, community, and school on the development of the disturbance suggests that we will focus upon the child as a separate entity when in fact his behavior is a manifestation of the inadequacies of the environment and his own internal stability. In essence, since the child's behavior is most often a reaction to the environment, then the environment and its structure must be considered as part of the pathology of the disturbance. To treat the child is to deal with only part of the difficulty and therefore the school, as one of the environments, must be studied for structural or emotional inadequacies which contribute to the development of disturbance in children.

The educator, just as the parents, must open his doors to evaluation in an effort to analyze how environmental factors contribute to or reinforce behavioral disorders. Such investigation should be positive in nature with resultant emphasis upon mental health programming within the schools as opposed to emphasis upon disturbance.

There are many requirements for the development of effective services for children with behavioral disorders. The variety of techniques which may be used are too extensive for discussion here, but some priorities might be illustrated along with brief examples of varying sorts of techniques which have been successfully applied in the school setting for emotionally or behaviorally disordered children.

In many discussions concerning disturbed children the school personnel involved have difficulty in identification of specifically what group of children are involved in such discussion. From the information here it may be realized that in any school system including the very large metropolitan

to the small rural program may have not a single sort of child which can be defined as disturbed but rather a continuum of degrees of disturbance. The severely disturbed will be a minority group with a great variety of children with behavioral disorders of varying degrees composing the major group. The special class for severely disturbed is inappropriate for the lesser disturbed just as the resource teacher program for mildly disturbed may not adequately serve the severely disturbed. In any case, the greatest need within a school system will be the children who are mildly disturbed since they compose a significant number of children who may not only be disruptive to their own learning behavior but also to many other children.

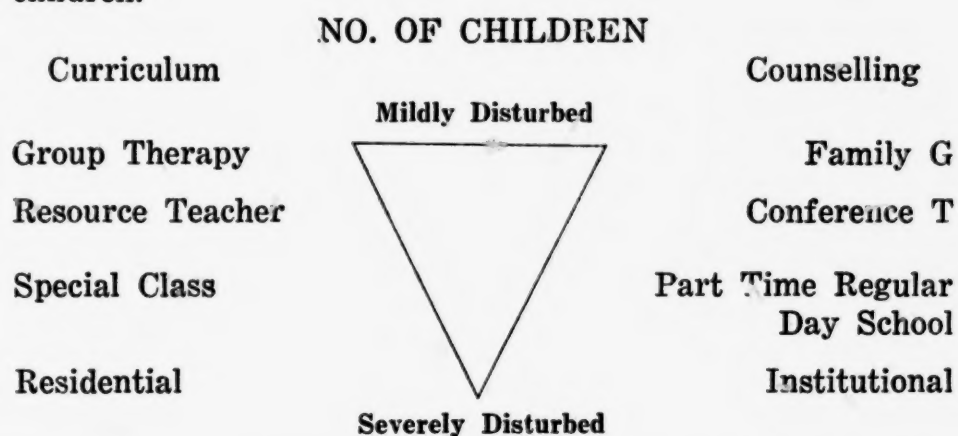


Figure 1. Figure illustrating levels of assistance relative to degree of disorder.

In Figure 1 the levels of assistance for disturbed children are outlined relative to the extent of disturbance. The severely disturbed child is by and large a minority while as we proceed towards normal, or less disturbed, the numbers of children increase.

The front line defense against behavioral disorders is the teacher and the family. Teachers daily deal with behavioral problems of one sort or another resolving them in effective manners. If the problems persist the teacher consults with the family and other staff members which again normally resolves the difficulty. This front line counselling provides the initial base for dealing with training in identification and assistance for behavioral disorders. That many school systems select this level as their greatest area of emphasis is based on the logical belief that effective training for teachers in

mental health and curriculum techniques will not only prevent mental health problems from developing, it will also resolve problems that already exist. An excellent book on mental health and the curriculum is noted in the bibliography.

A major technique in dealing with emotional disorders is the manipulation and evaluation of the curriculum. A particular set of academic requirements may, at the moment, produce too much stress on a particular child. In some cases, due to home circumstances or other temporary causes, a child is unable to deal with the stress of school or a particular subject area. Alteration in the curriculum on a temporary basis may provide the opportunity for the child to recoup. Dealing with emotional disorders through curriculum manipulation is outlined in a research article by Nadine Lambur noted in the bibliography.

Often the school must bring the parents into the school setting where a group discussion between the parents, the teacher, the principal and other school personnel can occur with resultant planning for approaching the child consistently in the school and home in an attempt to alter the behavior. This sort of conference cannot be simply for confronting the parents with their child's behavior but rather making the parents members of the educational team in an effort to determine both the cause of the difficulties and possible methods of dealing with the behavior. Such a conference would be designed towards positive ends rather than attempting only to find means to control the behavior.

Many schools are now going to a group intervention or training process to deal with the behavioral problems of several children at once. The group discussion approach has positive value as a technique, though often its use may be the result of too many children referred to the psychologist or social worker due to behavioral disorders. In any case, particularly with the teens, many school programs are approaching behavioral disorders through the once or twice each week discussion group. The discussion group usually is composed of children who are exhibiting behavioral or emotional disorders in the school program and who have volunteered to join the group. In such groups sensitivity to other individuals is stressed and children, through group process, actively learn social interaction and resolve their own identification and emotional problems.

There is much experimentation with the resource teacher concept. Teachers or programs which fall under this sort of approach have been defined as "conference teachers," and other such titles. In each case though, the major responsibility of this particular teacher is assistance for children with emotional disabilities who remain in the regular classroom program. In the smaller school system, for providing assistance to larger numbers of mildly disturbed children, and for providing in-school training for the regular classroom teacher this technique provides an excellent service. This teacher may operate a program in several manners or a combination of each.

The resource teacher is usually a person with special training either in the emotionally disturbed or an area closely allied to that area. In one example such a teacher may be hired in one large elementary school or have a room in a smaller school located centrally to other schools. This teacher does not have a class. Children who become disturbed during the school day in regular classes may be sent to the resource room for an undetermined period of time. Children, if special transportation is available, may be brought to the room from surrounding schools. This sort of room is a short term solution and the child usually returns to his own room as soon as the crisis is over.

Another sort of resource teacher is the one who sees particular children in one or several schools each day along with seeing some children on a crisis basis. This teacher does not have a room but rather meets with individual or small groups of children in some unused area of the school.

Some school systems have even experimented successfully with using "good mothers" as crisis room counselors. In this situation the school staff selects mothers in the community who have been successful with their own children to be "teacher moms", "mother counselors", or other such terms. In essence these mothers are used in several different ways. Two examples are the crisis room and the individual tutor. In the crisis room a mother is assigned to a small room for a specific period each day or during the week. Children who become disruptive or disturbed may be sent to this room. The room mother may talk to the child or attempt to relate to him much as she would her own child. There are usually ample supplies of art materials and books in the room. A second

approach has been that of bringing children excluded from school, due to emotional disorders, to a special room where such a mother attempts to relate to the child on a one to one basis. Naturally the parents or mothers used in each of these programs receive planned in-service training prior to the initiation of such a program.

Another major approach is that of the partially integrated special program with the regular school program. The major emphasis here is that of creation of a special classroom except that this room operates more as a regular classroom than a special room. There may be children who are attending special class only part time and a regular class part time. This classroom becomes partially a separate room but often functions much like the resource room in that children from regular classes may be sent to the room just as the special children are sent to regular rooms on a part time basis.

The final levels of service include the self-contained special classroom, the day school treatment program, and the residential or institutional programs.

The State Department of Public Instruction, Division of Special Education provides consultative services in such programming. There is training available at several Universities in Indiana leading towards certification with the emotionally disturbed.

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STATE RESOURCES

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**Ball State University
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Muncie, Indiana 47306**

**Indiana State University
Terre Haute, Indiana 47809**

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Central State Hospital
Indianapolis, Indiana 46222**

**School Administration
Evansville Children's Hospital
Evansville, Indiana 47702**

**Hammond Schools-Conference Teacher Program
5935 Hohman Avenue
Hammond, Indiana**

**Indianapolis Public Schools
120 East Walnut
Indianapolis Public Schools
Indianapolis, Indiana 46204**

**Children's Service
LaFue Carter Hospital
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**Education Department
Richmond State Hospital
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**Special Education Director
Gary Schools
Gary, Indiana**

VIII

EDUCATING THE CHILD WITH LEARNING DISABILITIES

A tremendous upsurge and outpouring of interest and concern throughout educational circles today is being directed toward children of relatively normal or better intellectual capabilities who have difficulty in learning to read, to work with number symbols, to deal effectively with verbal symbols or perform effectively in school situations due to other learning deficits.

Literature is replete with picturesque terms to describe these children including such labels as neurologically impaired, minimal brain dysfunctioning, perceptually handicapped, brain-injured, learning disabled, perceptuo-motor impaired, and dyslexic. This article describes some of the educational provisions special and general education are making to meet the special learning needs of these children who have been labeled by upwards of thirty-eight different terms. Just who is this child? What is he like? Professor Newell C. Kephart of Purdue University, and one of the pioneers in this provocative field, describes the child with learning disabilities as follows.³

In a first grade classroom, there sits a youngster. He is a nice, clean-cut boy who is reasonably intelligent. He does not look any different than any of the other 29 children in this classroom. It does not matter what the rest of the class is doing, he seems to be doing something different. The teacher says he has a short attention span. The psychologist says he is distractible. Whenever there is a scuffle or fight on the playground, he always manages to be in the middle of it. The teacher says he is aggressive. The psychologist says he is socially imperceptive.

He is given to quick fits of anger. The teacher says he has a bad temper. The psychologist (who notices that his affectional responses are equally fleeting) says he is emotionally labile. He is frequently found wandering aimlessly in the corridors. The teacher says he doesn't care about school. The psychologist says he has a defective space structure. He hates

drawing, copying, and coloring, but in the music hour he is right up front demonstrating for the group. The teacher says he is a show-off. The psychologist says he has disparities in ability.

His educational career is all too predictable. For the first three years he muddles through. Every once in a while he comes up against something which he just cannot learn. After a while, however, he manages somehow to get it. His performance on the whole is about average but the teacher cannot understand why he occasionally comes to these complete blocks. She tells the principal that he is something of a behavior problem and a "queer one." If you can "get to him," he can learn. In the lounge, she confesses to her fellow teachers that she thinks he is a little brat.

About the fourth grade, he will start to fail. Reports will begin to pour into the principal's office. "This child has not learned anything. He can't read. He can't write. How did he ever get to the fourth grade?" There will be a flurry of examinations. He will be given intelligence tests, educational tests, reading tests, and personality tests until they are coming out of his ears. The compatibility of his parents will be investigated with the greatest detail. But nobody will uncover any reason for his failure. He will limp along falling further and further behind, advancing from grade to grade through social promotion until (if he does not drop out) he receives a high school diploma based on sheer perseverance.

This youngster suffers from a type of handicap which has only come to our attention in recent years. He is a child with a learning disorder. He is representative of 15 to 20 percent of the children in our school systems. His problem is that he does not see what we see; he does not hear what we hear; he does not experience in concrete situations what we experience. Therefore, the learning situations which we present him do not mean the same thing to him that they mean to us. When we think we are teaching him, we are presenting material which, to him is irrelevant or distorted. The more complex our teaching materials, the more evident is his difficulty.

Children with learning disabilities are likely to be found in every classroom, general or special. According to Barsch,¹ "He has been a member of every classroom group since formal instruction began and probably bewildered the medieval tutor at the court as much as he perplexes the teachers of today."

Indiana schools have been alert to the needs of these youngsters with the result that several programs have been devised. (Rules and Regulations of the Commission on General Education permit special education reimbursement to be made to local schools for the operation of experimental programs for perceptually handicapped children. Rule S-1, Section 2)

Program Commonalities

1. The ages and grade placements of children being served in all these programs tend to fall between C.A. 7-11 and G.P. 1-5 generally. Those school systems operating more than one class have tended to group children well in terms of chronological age and realized school achievement.
2. The teachers in all these programs appear to have had elementary training and experience. In addition, at least one teacher has had prior teaching experience with the educable mentally retarded.
3. In terms of mental functioning, the children are all of average or better intelligence.
4. All of the children in each of the programs were marked under-achievers. "These children are often hyper-active, inattentive, restless, unable to finish work assigned. They become increasingly educationally disadvantaged year after year. Neither retention, special help by traditional methods, or the remedial reading program have solved the problem of their inability to achieve."
5. Identification and placement of children in the special program is made in all instances following administration of a combination of several evaluation and diagnostic tools although not all school corporations use information from the same instruments and techniques.

The following are included.

- a. Wechsler Intelligence Scale for Children
- b. Binet Form L-M
- c. Bender-Gestalt
- d. Purdue Perceptual Motor Survey
- e. Illinois Test of Psycholinguistic Abilities
- f. Delacato Neurological Organization Form
- g. Marianne Frostig Developmental Test of Visual Perception
- h. Reitan Neuropsychological Test Battery
- i. Wide Range Achievement Test
- j. California Achievement Test

6. The long range program goals and objectives include a) the promotion of academic success, b) the amelioration of individual student learning deficits and eventual placement into the mainstream of general education at the appropriate grade placement based upon chronological age, and perhaps, secondarily, c) experimentation with perceptual-motor training methods in the special education classroom with possible transfer of such method and technique to other classrooms including physical education classes, kindergartens and other special methods programs.
7. Class size is small in all instances and varies from five to ten pupils.

Program Differences

The writer has experienced much greater difficulty in the delineation of programming differences than in determining the structure of the more describable data involved in pupil characteristics and selection, teacher training, and program objectives and purposes. Method of teachers' approaches to dealing with perceptually handicapped pupils in the classroom is considerably more difficult to describe. Much of this is due to the fact that the teachers themselves have for the most part been prepared as elementary teachers who have not had a formalized pattern of coursework leading toward the specialty area of working with brain-injured children. Consequently, the teachers have frequently been self-taught and usually are in process of acquiring information and learnings concerning children with learning disabilities from the rapidly growing accumulation of available literature.

Since there are a number of theoretical approaches to the treatment and education of the perceptually handicapped child, it is reasonable to expect that a teacher not trained in any one particular school of thought or approach, will read and select what appear to be relevant bits and pieces from them all. Such method may not be entirely bad. It does, however, make difficult the interpretation or description of the resulting methodological approach. With that difficulty in mind, the writer presents with due apologies to the school systems involved for any misinterpretations, the following four different approaches as being representative of typical educational ways of working with children with learning disabilities.

1. Some schools have developed a program which appears to utilize a close working relationship with a non-school agency. This enables a rather individualized "prescription teaching" approach in which the teachers have the opportunity for almost daily interaction with a relatively large number of related personnel such as clinical psychologists, social workers, speech therapists, etc. A continuing program of pupil observation and individual program development based upon behavioral gains and deficits is possible.
2. Other schools appear to use an approach which centers upon a "modification of environment" concept such as that outlined by Cruickshank.² Classrooms have been especially equipped with carpeting and cubicle individual work arrangements which will modify the environment for the child. The location of the classrooms within the buildings has been selected to do away with excessive noises and distractions. Special teaching materials have been purchased and programming is designed to meet the academic needs and the individual perceptual weakness of the children as indicated by neuropsychological tests.
3. It is possible to stress the teaching and learning approach espoused by Kephart.³ Although the writer is grossly oversimplifying the process, this approach essentially involves body-management techniques which are purposed to build up gross, then fine motor movements, culminating in what is referred to as the "perceptual-motor match" (ability to coordinate a motor movement such as a "grasp" of an object with the visual perception of that object in space). Special perceptual equipment and materials are utilized in the program.
4. The "resource-consultant-teacher" approach is employed with no single type of theoretical emphasis. The attempt is made to individually assess the child's assets and deficits in the perceptual-motor-cognitive learning areas and an individual or small group tutoring situation is set up. At the same time, the resource teacher consults with the regular class teacher and the parents concerning methods and materials.

In each of the above types of programs the observer will note some physical differences in classroom appearance in contrast to the regular classrooms with which he is familiar.

Often there will be build-in or moveable partitions for the building of pupil "offices," cubicles, or carrels. Especially visible may be such equipment as the walking or balance board. If the visitor peers inside the storage facilities he will likely note that the schools have procured an unusually large amount of commercially-developed materials now rapidly appearing on the market for the training and development of visual and motor perception. In some cases the color of the room will be somewhat more subdued and a reduction will be noted in the amount and profusion of "things" typically seen in the elementary classroom.

These differences are illustrative of a considerable amount of attention Indiana public schools are giving to the plight of the child who is perceptually handicapped. Although this kind of disorder has been known about and researched for some time, school programs for perceptually handicapped children are still in their infancy.

Basic information concerning Indiana public schools and their attempts to meet the special learning needs of perceptually handicapped students within their school populations has been provided in this article. Further information concerning these programs is available from the Division of Special Education or directly from the involved school corporations.

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STATE RESOURCES

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IX

INGREDIENTS OF A SUCCESSFUL PUBLIC SCHOOL PROGRAM OF SPECIAL EDUCATION

The task of aiding local communities to integrate Special Education Programs into their public schools reveals that dynamic programs result from sound advanced planning and that programs which fail or remain static generally do so because of little or no advanced planning, especially in the following areas.

Objectives

Since the program is not based on wishful thinking and the production of miracles (even though results often appear to be in this classification), a long term, realistic look must be taken. The objectives of the program are based upon goals which have resulted from research in the various areas and from the present capacity of education to cope with specific types and degrees of handicapping or exceptional conditions.

The purpose of Special Education is primarily to provide the specialized educational program which is needed to aid pupils to become self-respecting, self-supporting, socially responsible, and informed adult citizens despite a handicapping or exceptional condition. It must be recognized that some conditions are so severe or require such specialized techniques that they cannot be approached within the usual organizational plan of the public schools.

Organization and Administration

Special education programs are often built around "classes" which have been administered, operated, and financed by private groups. The sponsors of these private programs have had to struggle to provide at the local level this needed education for their children. They often forget that the program is no longer private, and that, consequently, the first year of the program as an integral part of the public schools can be a trying period, both for the former sponsors and the schools. Patience and firm but wise leadership on the part of the school administration will not only make this transition period less

trying but will also preserve the enthusiasm and loyalty of such groups.

In any event, the transition must be completed, because the program must be organized and administered according to the provisions set forth in statutes, rules, and regulations of the state educational agency.

Responsibility for the organization and administration of the special education program lies with those who are responsible for the over-all program of education in the local community. Authority may be delegated to an interested lay group for the purpose of preliminary study and planning or to a member of the school's administrative staff as far as actual supervision of the program is concerned; but this is only delegation of authority, not release from administrative responsibility. The results of a dynamic program justify the time spent in giving it effective supervision.²

Teacher Selection

The teacher shortage is extremely critical in the various areas of special education. As a result some communities, finding this shortage to be a seemingly insurmountable problem, are attempting to provide specialized services with non-specialized personnel. There is nothing magic about the placing of handicapped and exceptional children in a small "special" group or room.

Good intentions are important; so, too, is the desire to aid such pupils; but these considerations cannot replace the specialized teacher education needed to understand (1) the child's problem, (2) what his educational program should be, (3) how to guide and present the program, and (4) the expected outcomes of each specific program for each specific type of handicap and exceptional condition.

Teachers in your community who have the desire to instruct handicapped and exceptional pupils but who lack this specialized training should be encouraged to attend summer sessions at one of the colleges or universities offering such courses. Local "service" organizations can help provide incentives for these teachers by establishing scholarships to aid in paying for this essential, specialized education. A limited number of summer session traineeships are available from the Division of Special Education.

Physical Plant

Many communities attempt to operate special classes or provide special services in inadequate quarters or in buildings not designed for school purposes. In addition, many communities are presently planning and building new school plants without giving any consideration to facilities for the education of handicapped and exceptional pupils. Survey your special education needs, both present and future, before building. The State Department of Public Instruction, Divisions of School House Planning and Special Education can aid local communities with this problem.

The quarters provided for special education should be neither better nor no worse than those provided for regular classroom instruction; still, there are some facilities and some special equipment that must be provided if the objectives of the program are to be accomplished. The "tools" needed will depend upon the specific type of handicapping or exceptional conditions to be served and upon the background of the special teacher or therapist. Consultant service is available upon request from the Division of Special Education for aid in equipment and material selection.

Acceptance and Understanding of the Program

Here, as with all children, the entire school staff is involved. Even in communities with special classes, most exceptional pupils enroll in the regular grades, upon entry, and remain there until the classroom teacher recognizes the need for supportive therapy and/or for special class placement. Others spend the majority of school time in regular classes where their educational program is supplemented by the specialized services needed. A program of in-service training designed to develop acceptance and understanding of the special education program will also aid regular classroom teachers in individualizing instruction for pupils with intellectual superiority, or with minor problems and conditions not severe enough to warrant placement in the special education program. Failure to institute such special education can interfere with educational progress and personal growth unless the significance of such needs is appreciated.

The Special Education Program must be a part of the local schools—it cannot function successfully apart from the regular program.

Parental and Community Guidance

The efforts of the staff in charge of a special education program must be coordinated with those of the home and other community agencies. There is little gained if the accomplishments of the school day are eradicated nightly or if the enrollment in a special program at school results in a pupil's losing status at home or in the community.

Selection of Pupils

Exceptional pupils should be placed in a program designed and equipped to cope with their specific type of condition. The "correct" program for one type may be fruitless—and even harmful—for another. Moreover, the placement of a pupil in a program not planned for one in his condition may well prevent all other pupils in the group from progressing as they should.

Communities should plan well, plan soundly. The problem of providing educational programs for exceptional pupils of all types will become more acute in the future than it is now unless recognition and acceptance of our responsibility for the education of exceptional children becomes the rule and not the exception. In the near future, all administrations must face the necessity of providing the specialized program needed for all such pupils. Provision will need to be made either in their home community or in a neighboring community to which they are transferred and transported for special class work.

Joint School Service Programs

Legislative authority was provided by the 1965 Indiana General Assembly for two or more public school corporations to join together for the establishment of special education programs. This relatively new provision is serving to stimulate the rapid development of comprehensive special education programs. Due to the low incidence rates of certain exceptionality types, it is probable that most Indiana schools will have joined together in regional groupings in order to provide needed services to children within the next five to ten years.

Federal Funds: The Elementary and Secondary School Act

Schools contemplating new or additional special education programs, but because of lack of finances have not implemented these needed services, should look toward the ESEA

program as a funding source. Funds from Titles I, II, III, and VI may be used for these purposes. The Title VI program is used solely for the initiation or expansion of programming in the schools for handicapped children.

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APPENDICES

INTRODUCTION

The Indiana General Assembly has provided the statutory framework within which the public school program of Special Education functions. From time to time these statutory provisions have been implemented by the Indiana State Board of Education.

Just as it is difficult—if not impossible—to provide the needed specialized services apart from the over-all school program, so too is it difficult to comprehend completely the administrative aspects of the program when these Acts and the Rules and Regulations implementing them are isolated from the complete framework under which the public schools conduct business.

Still, there are Acts of the General Assembly and Rules and Regulations of the Indiana State Board of Education which specifically pertain to provisions for exceptional pupils. These are reproduced in the following appendix. All administrators and other interested personnel are urged to familiarize themselves with these Acts and Rules and Regulations since they prescribe the specialized services which may be offered and the manner in which the program must be operated.

APPENDIX I

INDIANA STATUTES

1. Special Clases

a.

Chapter 211, Acts of 1927

ESTABLISHMENT OF SPECIAL CLASSES OF INSTRUCTION FOR PHYSICALLY DISABLED CHILDREN IN CERTAIN CASES AUTHORIZED

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. That the board of school trustees or board of school commissioners of any school city or town and the trustee of any township in this state is hereby authorized to establish and organize special classes, as a part of the public school system of such city, town or township, for children who are entitled to attend school therein, and who, on account of physical disability, cannot be taught advantageously in the regular classes of such school corporation, whenever ten or more children of any special type are found within any such school corporation who will profit by a type of instruction different from that given in or afforded by the regular classes of such school corporation.

EXAMINATION OF CHILDREN AT DIRECTION OF SUPERINTENDENT

SEC. 2. Except as hereinafter otherwise provided, the superintendent of schools of the respective cities, towns and counties are hereby authorized to have any of the children under their jurisdiction examined by a regularly licensed and practicing physician or other competent person for the purpose of ascertaining and determining whether such children are fit and suitable candidates for any of the types of special classes established or proposed to be established under the provisions of this act. No child shall be obliged to submit to a medical or physical examination whose parent or guardian objects to such examination. Any such objection shall be made in writing, shall be signed by the parent or guardian of such child and shall be delivered to the child's teacher or to any person who might order or conduct such examination in the absence of such objection.

TYPE OF CLASS—APPROVAL BY STATE BOARD OF EDUCATION—RULES AND REGULATIONS

SEC. 3. Before any type of special class, organized or to be organized under the provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the state board of education. The state board of educa-

tion shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

TRANSPORTATION FOR CHILDREN

SEC. 4. School cities, towns and townships may provide transportation for children who are enrolled in special classes organized and established under the provisions of this act, in cases where such children are physically unable to reach the school where they are entitled to attend, or where such school is situated at a greater distance from the home of any such child or children than the regular school.

PROVISION OF LUNCHES

SEC. 5. School cities, town and townships may provide lunches for and without charge to children who are enrolled in special classes organized and established under the provisions of this act.

REIMBURSEMENT BY STATE FOR PART OF EXCESS COST OF INSTRUCTION

SEC. 6. Any school corporation which establishes, organizes and maintains special classes as provided for in this act shall be entitled to be reimbursed by the state in an amount equal to three-fourths of the cost of instruction in such special classes in excess of the cost of instruction of the same number of children in the regular classes of the schools of such corporation, based upon the average daily attendance. Any school city, town or township having claims for reimbursement against the state under the provisions of this act, shall present such claims to the state board of education on or before the first day of July of the year immediately following the completion of the work for which it is entitled to reimbursement from the state. The state board of education shall, if they approve the claim, authorize its payment by the state superintendent of public instruction. All claims authorized by this section shall be paid out of the common school revenue fund, and a sufficient amount of pay all such claims shall be reserved by the state superintendent of public instruction at the time of making the semi-annual apportionment. Such claims shall be paid in the same manner as the common school revenue is paid at the time of its apportionment. The state board of education shall prescribe the form of the reports to be made by school corporations desiring to claim reimbursement under the provisions of this section, and shall prescribe such rules and regulations as may be necessary to provide for the proper reimbursement of such school corporations.

TRANSFER OF CHILDREN TO ANOTHER SCHOOL CORPORATION—TUITION FEES

SEC. 7. In the event that there are not enough children of any one special type in any school corporation to warrant the establishment and organization of a special class or special classes in the school of such school corporation, such children may be transferred to a school corporation in the schools of which such or any such special classes have been established and organized. Such transfers may be made by the mutual agreement of the school authorities of the school corporations affected.

The school corporation transferring children shall pay to the school corporation to which such children are transferred an amount equal to the cost per child in the special class or classes in the schools of the school corporation to which such child is transferred, and in which he is enrolled. Any school corporation transferring any such children shall be entitled to be reimbursed by the state in the amount and manner provided for in section 6 of this act. Transfer tuition due and owing any school corporation shall be paid at the same time and in the same manner as is provided by law for the payment of regular transfer tuition.

ORGANIZATION OF JOINT, SPECIAL CLASSES

SEC. 8. Any two or more school corporations, by the mutual agreement of the respective school authorities thereof, may establish and organize, jointly, a special class or special classes in the schools of any one or more of such school corporations, and prorate the cost of such special class or special classes on the basis of the average daily attendance of children from the school corporations so joining.

ACT APPLICABLE ONLY TO COMMON SCHOOLS

SEC. 9. Nothing contained in this act shall be so construed as to include types of special work established, organized and maintained in any of the institutions of the state, but shall be construed to apply to the common schools of the state only.

WHEN CLASSES AUTHORIZED TO BE ESTABLISHED AND FUNDS TO BE AVAILABLE

SEC. 10. Nothing contained in this act shall be so construed as to authorize the establishment and organization of special classes in the school of any school corporation of this state prior to the beginning of the school year 1927-1928, nor shall any state funds be available to reimburse any such school corporation prior to the first day of July, 1928.

REPEAL

SEC. 11. All laws and parts of laws in conflict herewith are hereby repealed.

b.

Chapter 276, Acts of 1947

AN ACT concerning the education of handicapped children, providing for the excess and certain costs thereof to be paid by the state, creating a Division of Special Education within the Indiana State Board of Education, making appropriations therefor, and declaring an emergency.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. The following words and phrases as used in this act, unless a different meaning is plainly required by the context, shall have the following meanings:

"Handicapped children" shall mean any educable children between the ages of five and twenty-one years, inclusive, having a physical and/or mental disability which makes regular schoolroom activity impractical or impossible and children having needs for special educational facilities. Provided, however, that children who are totally blind and are admissible to the Indiana School for the Blind and children who are deaf and are admissible to the Indiana State School for the Deaf and children who are admissible to the state schools for the feeble-minded and for the epileptic, shall not be included in this act.

"Division" shall mean the Division of Special Education within the Indiana State Board of Education.

"Director" shall mean the Director of the Division of Special Education.

"School Corporation" shall mean any corporation authorized by law to establish public schools and levy taxes for the maintenance thereof.

SEC. 2. There is hereby created, under the Indiana State Board of Education, a Division of Special Education which shall exercise all the power and duties set out in this act. The Governor shall appoint, upon the recommendation of the State Superintendent of Public Instruction, a Director of Special Education who shall serve at the pleasure of the Governor. The amount of compensation of the Director shall be fixed by the Governor. The duties of the Director shall be as follows:

(1) General supervision of all classes and schools for handicapped children and coordinating the work of these schools.

(2) To make with the approval of the State Board of Education, rules and regulations governing the curriculum and instruction, including licensing of personnel in the field of education, as provided by law.

(3) To inspect and rate all schools or classes for handicapped children in order to maintain proper standards of personnel, buildings, equipment and supplies.

(4) With the consent of the State Superintendent of Instruction to appoint and fix salaries for any assistants and other personnel needed to enable him to accomplish the duties of his office.

SEC. 3. Any school corporation may convert, build or lease the necessary school buildings or dormitories or use existing buildings, for the purpose of establishing and maintaining classes of one or more pupils who are residents of the State of Indiana and come under the definition of handicapped children as set out in section 1 of this act. Any school corporation may provide for instruction in the home of any handicapped child who is not able to attend a special class or school for handicapped children. Nurses, therapists and doctors may be employed in connection with such classes or schools and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All nurses, therapists and doctors and related specialists employed under this act shall be registered and authorized to practice under the laws of this state and shall be subject to such additional examination as the Division of Special Education may require. Any school corporation may purchase special equipment needed in a class or school for handicapped children and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children.

All such children shall receive credit for school work accomplished on the same basis as normal children who do similar work.

The school corporation constructing and/or operating any such school shall pay the operating expense thereof, for each pupil attending, in an amount equal to the average per capita cost of educating normal children in the school corporation. Other school corporations sending handicapped children as students of such school shall pay tuition in a like amount. Any school corporation operating schools or classes for handicapped children shall at the end of each school semester send to the office of the State Superintendent of Public Instruction a certified statement of the average cost per pupil for maintaining the education of handicapped children, including pupils attending such school and residing in other school corporations, and the average cost per pupil for normal children based upon average daily attendance. The average cost for normal children shall include state aid, if any, and the state apportionment of school unit funds. The State Board of Education shall certify the amount of the excess spent for handicapped children to the auditor of state who shall reimburse each such school corporation in total excess of the cost of instruction of the same number of children in regular classes of the schools of such corporation from funds appropriated for such purposes.

If the state shall receive funds from the United States Government to aid in the operation of any school for handicapped children the Division of Special Education may adjust the above provisions to conform to and take into consideration such grant of federal funds which are hereby appropriated and shall be expended for the purposes for which granted.

Any school or classes for handicapped children shall be operated by the school corporation establishing the same under laws of this state applying to the operation of public schools and under the supervision of the Division of Special Education. Teachers in classes and schools for handicapped children shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools and in addition thereto such special training as the Division of Special Education may require.

Participation in costs and/or reimbursements to school corporations by the state pursuant to the provisions of this act shall be subject to any standards of requirement and rules and regulations of the state board of education adopted as provided by law. Before any type of special class, organized or to be organized under the provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the state board of education. The state board of education shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

SEC. 4. The State of Indiana hereby accepts all of the provisions and benefits of all laws enacted by the Congress of the United States which provide for aid to handicapped children and the Indiana State Board of Education is hereby designated as the proper authority and is authorized to accept any federal funds appropriated for the purpose of aiding in

the education of handicapped children and such state board of education shall comply with all the requirements of federal law concerning any such federal funds relating to such special educational activities as well as with any amendments thereto or rules and regulations issued thereunder and in conformity therewith, and not inconsistent with the provisions of this act.

SEC. 5. The Division of Special Education may, with approval of the Indiana State Board of Education, upon application by the governing body of a school corporation, together with proof of need thereof, authorize school corporations of the state to purchase, convert, remodel or construct rooms or buildings for special schools for handicapped children. In making such authorization the Division shall consider the geographical location of any such previously authorized school in an effort to get such schools located near the homes of the handicapped children which it will serve.

The school corporation shall pay the cost of purchase, conversion, remodeling and/or construction and the cost of building equipment of any such school and may finance such conversion, remodeling and/or construction as other school buildings are financed; provided, however, that all plans and contracts have been submitted to the Director of Special Education and approved by the Indiana State Board of Education before any such work is begun.

The school corporation establishing any such school may send all its handicapped children thereto and shall admit, so long as facilities permit, any other handicapped children of the state who are eligible under this act and who are not provided with an opportunity to attend an adequate school in their own school corporation.

SEC. 6. Any school corporation establishing special schools or classes for handicapped children may purchase, convert, remodel, lease or construct and equip any buildings necessary to provide dormitories for handicapped children attending the school. The cost of such dormitories and equipment shall be financed and the approval thereof secured in the same manner as for school buildings for handicapped children and such dormitories shall be operated by the school corporation, which may employ the necessary personnel, including competent medical personnel for their proper operation and maintenance. The school corporation shall estimate the average cost for room, board, medical and personal services for each handicapped child living in such dormitories and shall charge the parent or guardian of any child living in such dormitories accordingly, which cost when paid by the parent or guardian shall be credited to the fund of the local school corporation for the education of handicapped children.

SEC. 7. Any parent or guardian who is unable to pay all or part of such cost of maintenance of the child as provided in section 6 of this act, may apply to the county department of public welfare in the county wherein the child resides, which county department shall investigate the financial condition of the parent or guardian and the needs of the child, and if it finds that such parent or guardian is unable to meet all or a part of the expense of maintaining such handicapped child in a dormi-

tory, and there is no other practicable way for such child to obtain an education, then the county department of public welfare, subject to any rules and regulations of the state department of public welfare adopted in conformance with The Welfare Act of 1936, as amended, and pertaining to such assistance, shall give such financial aid and assistance as is necessary, up to one hundred per cent of the total maintenance cost and needs of such child, to insure such child's education, such aid and assistance to be paid from the county welfare fund of the county wherein the child resides, from the pertinent appropriation, any necessary appropriations therefor being hereby authorized. Such payments of aid and assistance for such cost of maintenance and needs may be paid to the parent or guardian or direct to the authorities responsible for the operation and administration of the school.

SEC. 8. The medical care of the handicapped child shall be the responsibility of the physician chosen by the family or guardian to attend that child. However, no handicapped child is to be excused from attending school unless the local health officer upon a statement of the attending physician, certifies that attendance would be injurious to the child. No child shall be admitted without a certificate from the local health officer upon recommendation of the attending physician. No physical, occupational or speech therapy shall be given to the child except as prescribed in writing by the attending physician. The educational and recreational program shall in no way alter the medical care prescribed by the proper medical authority.

All nurses and special therapists in physical therapy, occupational therapy and speech therapy, and related medical fields shall be graduates of fully accredited training schools and shall be registered by their respective examining boards or by their respective professional associations and shall meet any specifications established for such positions by the Commission for Physically Handicapped Children.

The medical care of needy children suffering a handicap shall continue to be the responsibility of the State Department of Public Welfare and its Division for Crippled Children Services so far as provided by law. The personnel and facilities of said Division for Crippled Children Services, shall be utilized at all times for the determination of policies related to the medical care of handicapped children, for the professional supervision of all special therapists, and for individual case work as available.

SEC. 9. For the purpose of reimbursing school corporations educating handicapped children under the terms of this act, the state board of education shall, if they approve of the claim, authorize its payment by the state superintendent of public instruction. All claims authorized by this section shall be paid out of the common school revenue fund, and a sufficient amount to pay all such claims shall be reserved by the state superintendent of public instruction at the time of making the semi-annual apportionment, and such necessary amounts are hereby appropriated. Such claims shall be paid in the same manner as common school revenue fund is paid at the time of its apportionment.

SEC. 10. For the administration of the Division of Special Education within the Indiana State Board of Education as created in this act, there

is hereby appropriated out of any money in the general fund of the state treasury not otherwise appropriated, the sum of twenty thousand dollars annually.

SEC. 11. This act shall not be so construed as to amend, alter or repeal an act entitled "An Act concerning special classes for children of school age who cannot be taught profitably in regular school classes and granting state aid for a certain proportion of the cost thereby incurred," approved March 10, 1927, the same being chapter 211 of the acts of 1927 or any other act, but shall be supplemental thereto.

SEC. 12. No provision of this act shall be construed to require any pupil to undergo physical or medical examination or treatment, or to be compelled to receive medical instruction, if the parent or legal guardian of such pupil shall, in writing, notify the teacher or principal or other person in charge of such pupil that he objects thereto because he relies in good faith on prayer or spiritual means for the treatment of sickness or affliction; provided, however, that no objection shall be made to a physical or medical examination of any such physically handicapped child for the purpose of determining whether such child shall be admitted to any class or school for handicapped children.

SEC. 13. The board of any school corporation of this state is hereby authorized to accept, receive and administer any gift, devise, legacy or bequest of real and/or personal property, including the income from real estate, to or for the benefit of any school, dormitory and/or facility for the education of handicapped children and any of the purposes contemplated under the provisions of this act and not inconsistent with the provisions of this act or the laws of this state. The board of any school corporation is hereby authorized to invest or reinvest any of the funds received under the provisions of this section in the same kind of securities in which life insurance companies are authorized by law to invest their funds. All money received by any school corporation under the provisions of this section, and all money, proceeds or income realized from any real estate or other investments or property, shall be kept in a special fund and shall not be commingled with any other fund or funds received from taxation, and may be expended by the school board in any manner consistent with the purposes of this act and the intention of the donor or donors.

SEC. 14. Whereas an emergency exists for the taking effect of this act, the same shall be in full force and effect from and after July 1, 1947.

C.

Chapter 81, Acts of 1955

AN ACT to amend sections 1, 3 and 9 of an act entitled "An Act concerning the education of handicapped children, providing for the excess and certain costs thereof to be paid by the state, creating a Division of Special Education within the Indiana State Board of Education,

making appropriation therefor, and declaring an emergency," approved March 13, 1947.

WHEREAS, Under the laws of the State of Indiana every child of school age is required to attend school; and

WHEREAS, It is the obligation of the state and political subdivisions of the state to provide educational facilities for all children of school age; and

WHEREAS, There are certain children who, because of a physical or mental disability, cannot be integrated into the normal classroom program of the schools, and who require special educational program; Therefore

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Section 1 of the above entitled act is amended to read as follows: Section 1. The following words and phrases as used in this act, unless a different meaning is plainly required by the context, shall have the following meanings: A "handicapped child" means any child between the ages of five and twenty-one years, inclusive, who because of physical and/or mental disability, is incapable of being educated properly and efficiently through normal classroom instruction, but who, with the advantage of special educational program, may be expected to benefit from instruction in surroundings designed to further the social and/or economic status of the child: Provided, however, That children who are totally blind and are in attendance in the Indiana School for the Blind, children who are deaf and are in attendance in the Indiana State School for the Deaf, and children who are in attendance in state schools for the feeble-minded and for the epileptic shall not be included in this act.

"Division" shall mean the Division of Special Education within the Indiana State Board of Education.

"Director" shall mean the Director of the Division of Special Education.

"School corporation" shall mean any corporation authorized by law to establish public schools and levy taxes for the maintenance thereof.

SEC. 2. Section 3 of the above entitled act is amended to read as follows: Sec. 3. Every school corporation is empowered to establish and maintain instructional facilities for the instruction of handicapped children: Provided, however, That any school corporation is empowered to provide transfer and transportation of handicapped children, residing in the geographical limits of the corporation, to another school corporation which maintains facilities for the instruction of handicapped children. Any school corporation may convert, build or lease the necessary school buildings or dormitories or use existing buildings, for the purpose of establishing and maintaining classes of one or more pupils who are residents of the State of Indiana and come under the definition of handicapped children, as defined in section 1 of this act. Any school corporation may provide for instruction in the home of any handicapped child who is not able to attend a special class or school for handicapped children. Nurses, therapists and doctors may be employed in connection with such classes or schools and any expenditures therefor shall be lawful

expenditures for maintaining the education of handicapped children. All nurses, therapists and doctors and related specialists employed under this act shall be registered and authorized to practice under the laws of this state and shall be subject to such additional examination as the Division of Special Education may require. Any school corporation may purchase special equipment needed in a class or school for handicapped children and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All such children shall receive credit for school work accomplished on the same basis as normal children who do similar work. The school corporation constructing and/or operating any such school shall pay the operating expense thereof for each pupil attending, in an amount equal to the average per capita pupil cost of educating normal children in the school corporation. Other school corporations sending handicapped children as students of such school shall pay tuition in a like amount. Any school corporation operating schools or classes for handicapped children shall at the end of each school term send to the office of the State Superintendent of Public Instruction a certified statement of the average cost per pupil for maintaining the education of handicapped children, including pupils attending such school and residing in other school corporations, and the average cost per pupil for normal children based upon average daily attendance. The average cost for normal children shall include state aid, if any, and the state apportionment of school unit funds. The State Board of Education shall certify the amount of the excess spent for handicapped children to the auditor of state who shall reimburse each such school corporation in total excess of the cost of instruction of the same number of children in regular classes of the schools of such corporation from funds appropriated for such purposes.

If the state shall receive funds from the United States government to aid in the operation of any school for handicapped children the Division of Special Education may adjust the above provisions to conform to and take into consideration such grant of federal funds which are hereby appropriated and shall be expended for the purposes for which granted.

Any school or classes for handicapped children shall be operated by the school corporation establishing the same under the laws of this state applying to the operation of public schools and under the supervision of the Division of Special Education. Teachers in classes and schools for handicapped children shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools and in addition thereto such special training as the Division of Special Education may require.

Participation in costs and/or reimbursement to school corporations by the state pursuant to the provisions of this act shall be subject to any standards of requirement and rules and regulations of the State Board of Education adopted as provided by law. Before any type of special class, organized or to be organized under the provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the State Board of Education. The State Board of Education shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

SEC. 3. Section 9 of the above entitled act is amended to read as follows: Section 9. For the purpose of reimbursing school corporations educating handicapped children under the terms of this act, the State Board of education shall, if they approve the claim, authorize its payment by the State Superintendent of Public Instruction. All claims authorized by this section shall be paid out of the common school revenue fund, and a sufficient amount to pay all such claims shall be reserved by the State Superintendent of Public Instruction at the time of making the semi-annual apportionment, and such necessary amounts are hereby appropriated. Such claims shall be paid in the same manner as common school revenue fund is paid at the time of its apportionment. In the event there is not a sufficient amount of money in the common school revenue fund to pay all such claims, such claims shall be paid out of the excise fund allocated to the public schools, and a sufficient amount to pay all such claims from the excise fund shall be reversed by the State Superintendent of Public Instruction at the time of making the semi-annual apportionment, and such necessary amounts are hereby appropriated. Such claims shall be paid in the same manner as the excise fund is paid at the time of its apportionment. Provided: That, in no event, shall the State of Indiana's participation in this program exceed eighty per cent of the total claim, or claims.

SEC. 4. If any portion of this amendatory act shall be held unconstitutional or void by any court of competent jurisdiction, such court action shall in no wise affect the validity of any other portion of the act.

SEC. 5. Whereas, an emergency exists for the taking effect of this act, the same shall be in full force and effect from and after its passage.

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d.

Chapter 317, Acts of 1957

AN ACT to amend section 10 of an act entitled "An Act concerning the education of handicapped children, providing for the excess and certain costs thereof to be paid by the state, creating a Division of Special Education within the Indiana State Board of Education, making appropriations therefor, and declaring an emergency," approved March 13, 1947.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Section 10 of the above entitled act is amended to read as follows: Sec. 10. For the administration and field service of the Division of Special Education within the Indiana State Board of Education, as created in this act, there is hereby appropriated annually out of the excise funds of the Alcoholic Beverages Commission, the sum of twenty-four thousand five hundred dollars. Funds so appropriated shall be deposited into a special fund in the state treasury to be known as the "Special Education Fund," and to be administered by the State Superintendent of Public Instruction and which shall be used for no other purpose than for the administration of the provisions of this act.

SEC. 2. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

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e.

Chapter 4, Acts of 1961

AN ACT to amend the law concerning the education of handicapped children in relation to the employment of special personnel, the reimbursement of school corporations for excess cost and the eligibility of handicapped children to attend classes in special education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Acts of 1947, c. 276, s. 3, as amended by Acts of 1955, c. 81, s. 2 is further amended to read as follows: Sec. 3. Every school corporation is empowered to establish and maintain instructional facilities for the instruction of handicapped children: Provided, however, That any school corporation is empowered to provide transfer and transportation of handicapped children residing in the geographical limits of the corporation to another school corporation which maintains facilities for the instruction of handicapped children. Any school corporation may convert, build or lease the necessary school buildings or dormitories or use existing buildings, for the purpose of establishing and maintaining classes of one or more pupils who are residents of the State of Indiana and come under the definition of handicapped children, as defined in section 1 of this act. Any school corporation may provide for instruction in the home of any handicapped child who is not able to attend a special class or school for handicapped children. Special personnel may be employed in connection with such classes or schools and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All nurses, therapists, doctors, psychologists and related specialists employed under this act shall be registered and authorized to practice under the laws of this state and shall be subject to such additional examination as the Division of Special Education may require. Any school corporation may purchase special equipment needed in a class or school for handicapped children and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All such children shall receive credit for school work accomplished on the same basis as normal children who do similar work. The school corporation constructing and/or operating any such school shall pay the operating expense thereof for each pupil attending, in an amount equal to the average per capita pupil cost of educating normal children in the school corporation. Other school corporations sending handicapped children as students of such school shall pay tuition in a like amount. Any school corporation operating schools or classes for handicapped children shall at the end of each school term send to the office of the State Superintendent of Public Instruction a certified statement of the average cost per pupil for maintaining the education of handicapped children, includ-

ing pupils attending such school and residing in other school corporations, and the average cost per pupil for normal children based upon average daily attendance. The average cost for normal children shall include state aid, if any, and the state apportionment of school unit funds. The State Board of Education shall certify the amount of the excess spent for handicapped children to the auditor of state who shall reimburse each such school corporation in total excess of the cost of instruction of the same number of children in regular classes of the schools of such corporation from funds appropriated for such purposes, and be it provided that the costs of psychological examination and special administration shall be included therein.

If the state shall receive funds from the United States Government to aid in the operation of any school for handicapped children, the Division of Special Education may adjust the above provisions to conform to and take into consideration such grant of federal funds which are hereby appropriated and shall be expended for the purposes for which granted.

Any school or classes for handicapped children shall be operated by the school corporation establishing the same under the laws of this state applying to the operation of public schools and under the supervision of the Division of Special Education. Teachers in classes and schools for handicapped children shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools and in addition thereto such special training as the Division of Special Education may require.

Participation in costs and/or reimbursement to school corporations by the state pursuant to the provisions of this act shall be subject to any standards of requirement and rules and regulations of the State Board of Education adopted as provided by law. Before any type of special class, organized or to be organized under the provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the State Board of Education. The State Board of Education shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

SEC. 2. Acts of 1947, c. 276, s. 8, is amended to read as follows: Sec. 8. The medical care of the handicapped child shall be the responsibility of the physician chosen by the family or guardian to attend that child. However, no handicapped child is to be excused from attending school unless local health officer upon a statement of the attending physician, certifies that attendance would be injurious to the child. The educational and recreational program shall in no way alter the medical care prescribed by the proper medical authority. Eligibility for all special education classes and programs shall be determined by appropriate specialists.

All nurses and special therapists in physical therapy, occupational therapy and related medical fields shall be graduates of fully accredited training schools and shall be registered by their respective examining boards or by their respective professional associations.

The medical care of needy children suffering a handicap shall continue to be the responsibility of the State Department of Public Welfare and

its Division for Crippled Children Services so far as provided by law. The personnel and facilities of said Division for Crippled Children Services, shall be utilized at all times for the determination of policies related to the medical care of handicapped children, for the professional supervision of all special therapists, and for individual case work as available.

f.

Chapter 272, Acts of 1965

AN ACT to amend an Act entitled "An Act concerning the education of handicapped children, providing for the excess and certain costs thereof to be paid by the state, creating a Division of Special Education within the Indiana State Board of Education, making appropriations therefor, and declaring an emergency," approved March 13, 1947, the same being Chapter 276 of the Acts of 1947.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Acts 1947, c. 276, s. 3, as said section was last amended by Acts 1961, c. 4, s. 1, is further amended to read as follows: Sec. 3. Every school corporation is empowered to establish and maintain instructional facilities for the instruction of handicapped children: Provided, however, That any school corporation is empowered to provide transfer and transportation of handicapped children residing in the geographical limits of the corporation to another school corporation which maintains facilities for the instruction of handicapped children. Any school corporation may convert, build or lease the necessary school buildings or dormitories or use existing buildings, for the purpose of establishing and maintaining classes of one or more pupils who are residents of the State of Indiana and come under the definition of handicapped children, as defined in section 1 of this act. Any school corporation may provide for instruction in the home of any handicapped child who is not able to attend a special class or school for handicapped children. Special personnel may be employed in connection with such classes or schools and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All nurses, therapists, doctors, psychologists and related specialists employed under this act shall be registered and authorized to practice under the laws of this state and shall be subject to such additional examination as the Division of Special Education may require. Any school corporation may purchase special equipment needed in a class or school for handicapped children and any expenditures therefor shall be lawful expenditures for maintaining the education of handicapped children. All such children shall receive credit for school work accomplished on the same basis as normal children who do similar work. The school corporation constructing and/or operating any such school shall pay the operating expense thereof for each pupil attending, in an amount equal to the average per capita pupil cost of educating normal children in the school corporation. Other school corporations sending handicapped children as students of such schools or

classes for handicapped children shall at the end of each school term send to the office of the State Superintendent of Public Instruction a certified statement of the average cost per pupil for maintaining the education of handicapped children, including pupils attending such school and residing in other school corporations, and the average cost per pupil for normal children based upon average daily attendance. The average cost for normal children shall include state aid, if any, and the state apportionment of school unit funds. The State Board of Education shall certify the amount spent for handicapped children to the auditor of state who shall reimburse such corporations fifty (50) per cent of the cost of special teachers' salaries; seventy per cent of the salary of speech and hearing therapists to include the salary for the time spent by these therapists in hearing screening; seventy (70) per cent of the salaries of physical therapists and occupational therapists; fifty (50) per cent of the cost of psychological services and special education administration; and eighty (80) per cent of approved cost of home teaching, school-home telephone and transportation from funds appropriated for such purposes.

If the state shall receive funds from the United States Government to aid in the operation of any school for handicapped children, the Division of Special Education may adjust the above provisions to conform to and take into consideration such grant of federal funds which are hereby appropriated and shall be expended for the purposes for which granted.

Any school or classes for handicapped children shall be operated by the school corporation establishing the same under the laws of this state applying to the operation of public schools and under the supervision of the Division of Special Education. Teachers in classes and schools for handicapped children shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools and in addition thereto such special training as the Division of Special Education may require.

Participation in costs and/or reimbursement to school corporations by the state pursuant to the provisions of this act shall be subject to any standards of requirement and rules and regulations of the State Board of Education adopted as provided by law. Before any type of special class, organized or to be organized under the provisions of this act, is established in any school corporation of this state, such type of special class shall be submitted to and shall be approved by the State Board of Education. The State Board of Education shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

SEC. 2. Whereas an emergency exists for the more immediate taking effect of this act, the same shall be in full force and effect from and after July 1, 1965.

(Amends Acts 1961, p. 5; Burns 28-3523)

Chapter 166, Acts of 1955

AN ACT concerning the education and training of children who are handicapped by a hearing deficiency.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. The following words and phrases as used in this act, unless a different meaning is plainly required by the context, shall have the following meanings:

- (1) A "hearing-handicapped child" means any educable child of sound mind between the ages of three and twenty who has a hearing deficiency to the extent that it is impracticable or impossible for such child to benefit from or participate in the normal classroom program of the public schools in the school district of the residence of such child, and whose education requires a modification of the normal classroom programs.
- (2) An "oral training center" is any facility established by a school corporation for the oral training of hearing-handicapped children.
- (3) An "oral training unit" is any class established by an oral training center which unit shall consist of not less than six nor more than ten children.
- (4) "Commission" shall mean the hearing commission as created by this act.
- (5) "School corporation" shall mean any corporation authorized by law to establish public schools and levy taxes for the maintenance thereof.
- (6) The "Indiana state board of education" shall mean the commission created as a division of said board known as the "commission on general education."

SEC. 2. There is hereby created a commission to be known as the "Hearing Commission" which shall exercise all the powers and duties as provided in this act. The commission shall be composed of five members, one of whom shall be the state superintendent of public instruction. The other members shall be appointed by the governor. Two members appointed by the governor shall have a background of professional training and experience in the field of the education of hearing-handicapped children, and two members shall be physicians licensed under the laws of the State of Indiana and certified by the American Board of Otolaryngology: Provided, however, That one of the members shall be a member of the visiting committee appointed by the governor for the Indiana State School for the Deaf. The term of the members appointed by the governor shall be four years: Provided, however, That the term of two of the members, one educator and one physician, initially appointed shall expire on January 1, 1957. In the event of the death or resignation of any appointed member of the commission the governor shall appoint a successor to fill out the unexpired term of such member; and in the event the member of the commission, appointed from the visiting committee for the Indiana State School for the Deaf, shall cease to be a member of

such committee, his term as a member of the commission shall expire and the governor shall appoint another member of such visiting committee as a member of the commission to fill out the unexpired term of such member. The four members of the commission appointed by the governor shall serve without compensation other than that they shall be reimbursed for their actual expenses including traveling expenses at the rate of ten cents per mile incurred while performing the official duties of the commission.

SEC. 3. The commission shall have the power and authority to coordinate the activities of the state in the education of hearing-handicapped children, and shall cooperate with private organizations whose purpose is to further the educational opportunities of hearing-handicapped children and attempt to coordinate the activities of the state and the activities of such organizations. The commission shall further coordinate the activities of the division of special education in the department of public instruction and the activities of the Indiana State School for the Deaf.

SEC. 4. With the approval of the Indiana state board of education and the commission, any school corporation may provide an oral training center for the instruction and training of the hearing-handicapped children: Provided, however, That there shall not be more than five such oral training centers in the state and not more than a total of fifteen oral training units in the State of Indiana.

Any school corporation which establishes such an oral training unit shall have the power and authority to convert, remodel or construct school rooms for the purpose of holding such special classes. The school corporation shall pay the cost of the conversion, remodeling and/or construction, and the cost of any necessary training equipment: Provided, however, That the State of Indiana shall reimburse such school corporation in an amount not to exceed one thousand dollars for the purchase of such equipment.

All plans and contracts for the converting, remodeling and/or constructing school rooms for the purpose of holding such special classes shall be submitted to the commission and the Indiana state board of education for approval before any such work is undertaken. The cost of such conversion, remodeling and/or construction may be financed as other school buildings are financed.

SEC. 5. Any school corporation which provides oral training units for the training and instruction of hearing-handicapped children shall pay the operating expense of such special classes for each pupil attending these classes in an amount equal to the average per capita cost of educating normal children in the school corporation. Any school corporation operating such oral training units shall, at the end of each school semester, forward to the office of the Indiana state board of education a certified statement of the average cost per pupil for maintaining such classes and the average cost per pupil for normal children, based upon the average daily attendance. The average cost for normal children shall include the state apportionment of school unit funds and state aid, if any. The Indiana state board of education shall certify the amount of the

excess spent for the maintenance of such classes to the auditor of state who shall reimburse each school corporation in an amount equal to such excess from funds appropriated for such purposes: Provided, however, That said amount shall not exceed the sum of three hundred dollars per year for each pupil.

SEC. 6. Classes for hearing-handicapped children shall be operated by the school corporation establishing the same under the laws of this state applying to the operation of public schools, and shall be under the supervision of the Indiana state board of education. Before any curriculum is adopted in any school corporation of this state, such curriculum shall be submitted to and shall be approved by the Indiana state board of education and the commission. Teachers provided for the oral training units shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public school and in addition, they shall possess the minimum qualifications of teachers employed in the Indiana State School for the Deaf.

SEC. 7. For the purpose of reimbursing school corporations educating handicapped children under the provisions of this act, the Indiana state board of education shall, if they approve the claim, authorize its payment by the state superintendent of public instruction. All claims authorized by this section shall be paid out of the common school revenue fund, and a sufficient amount to pay all such claims shall be reserved by the state superintendent of public instruction at the time of making the semi-annual apportionment, and such necessary amounts are hereby appropriated. Such claims shall be paid in the same manner as the common school revenue fund is paid at the time of its apportionment: Provided, however, All claims by school corporations for reimbursement for any money spent for the purchase of training equipment shall be presented to the Indiana state board of education for approval, and if approved, shall then be presented to the auditor of state who shall pay the same from any money appropriated by this act for such purpose.

SEC. 8. For the purpose of reimbursing school corporations for the purchase of training equipment there is hereby appropriated out of any money in the general fund of the state treasury not otherwise appropriated the sum of fifteen thousand dollars. To defray the cost of administering the provisions of this act there is hereby appropriated out of any money in the general fund of the state treasury not otherwise appropriated the sum of one thousand dollars annually.

SEC. 9. The state board of education and the commission shall determine the eligibility of children to attend oral training units in conformity with the admission procedure of the Indiana State School for the Deaf. The screening of children to determine the eligibility of children to attend oral training units shall include medical psychological and audiological examinations as prescribed for admission to the Indiana State School for the Deaf. The state board of education and the commission shall adopt and promulgate such rules and regulations as may be deemed necessary for the proper administration of this act.

SEC. 10. Participation in the costs and/or reimbursements to school corporations by the state pursuant to the provisions of this act shall be

subject to any standard of requirement and rules and regulations of the Indiana state board of education adopted as provided by law.

SEC. 11. Any school corporation is hereby authorized to accept, receive and administer any gift, devise, legacy or bequest of real or personal property, including the income from real estate, to or for the benefit of any facility for the education of handicapped children as defined by this act, and for the purposes contemplated under the provisions of this act or the laws of this state. All money received by any school corporation under the provisions of this section, and all money, proceeds or income realized from any real estate or other investments or property shall be kept in a special fund and shall not be commingled with any other fund or funds received from taxation, and may not be expended by the school corporation in any manner inconsistent with the purposes of this act and the intention of the donor or donors.

SEC. 12. No parent or guardian of any handicapped child, as defined by this act, shall be required to enroll such child in an oral training unit of any oral training center but may enroll such child in the Indiana State School for the Deaf under the provisions of Chapter 26 of 1 R.S. 1852.

SEC. 13. This act shall not be so construed as to amend, alter or repeal Chapter 211 of the Acts of 1927, or Chapter 26 of 1 R.S. 1852, but shall be supplemental thereto.

SEC. 14. Whereas an emergency exists for the immediate taking effect of this acts, the same shall be in full force and effect from and after July 1, 1955.

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2. Annual Testing of Hearing

a.

Chapter 212, Acts of 1941

AN ACT providing for audiometer tests for children of school age, providing to aid the hard of hearing, repealing all laws and parts of laws in conflict herewith, and declaring an emergency.

AUDIOMETER TESTS IN SCHOOLS— DUTY OF SCHOOL TRUSTEES

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. That it is hereby made the duty of the board of school trustees or the board of school commissioners of any city or town and the trustees of any township of this state to conduct and administer periodic audiometer test or tests of a similar nature with approved scientific instruments or devices for determining the hearing efficiency of school children once each year within all the schools of this state, at such times and places and under such rules and regulations as said board of trustees, school commissioners, and township trustees shall prescribe. Said trustee, board of trustees, and board of school commissioners are hereby

authorized to appoint such assistants and technicians as are necessary to execute and carry out the provisions of this act.

Records of all such tests administered and conducted shall be made and continuously maintained for the purpose of disclosing any data relating to any such child that may assist in diagnosing and treating any auditory abnormality.

HARD OF HEARING STUDENTS—AID FOR TO BE PROVIDED—METHOD

SEC. 2. Wherever, as the result of any tests so made, it shall be made to appear that the hearing of any child or children so tested, is impaired, or that any such child or children are hard of hearing and that by reason of such disability, they cannot be taught advantageously in the regular classes of any such school corporation, it shall be the duty of such trustees, township trustee, and commissioners to provide such remedial measures and correctional devices as may be available.

In this connection they shall advise and instruct parents of children affected as to the proper and necessary medical care, attention, and treatment. They shall provide approved mechanical auditory devices to aid in hearing and shall prescribe courses in lip reading by qualified, competent, and approved instructors, all at such periods, times, and places and under such rules and regulations as may be prescribed by school corporation.

The superintendent of public instruction and the director of vocational rehabilitation of the department of education of this state shall cooperate with such corporations in providing any or all of the above enumerated hearing aids. They shall render such advice and information pertinent thereto as they may be able to furnish. Any and all instructors in lip reading shall be approved by them before assuming any appointment for this purpose by any such school corporation. Training courses for teachers of the hard of hearing shall be prescribed by the proper authorities in all state teachers' colleges.

EXPENSES INCURRED—PAYMENT

SEC. 3. Such school corporations are hereby directed to ascertain and determine at the earliest possible date from and after the date upon which this act shall become effective, the cost and expense of carrying out the provisions hereof in any particular corporation and to make and file their proper estimates of the same as now by law required and to levy or cause to be levied such taxes as shall be adequate for the carrying out of the provisions of this act.

Such school corporations are hereby authorized to receive and accept bequests and donations for immediate use or as trusts or endowments to assist in meeting the costs and expenses incurred in carrying out the provisions of this act.

Any unexpended balances in the state treasury available for the use of the schools of this state and otherwise unappropriated may be advanced to any such school corporation for the purpose of meeting expenses incurred in the carrying out of the act, by and with the consent of the governor, when funds for the payment of such expenses are not otherwise available to any such school corporation, to the amount necessary to discharge such expenses. Any such sum so advanced

to any such school corporation shall be repaid to said fund in the treasury of the state within two years after the date of its advancement through the levy and collection of taxes therefor in the tax district of any such corporation.

TEST NOT REQUIRED WHEN OBJECTIONS FILED

SEC. 4. No child shall be obliged to submit to any test or requirement provided for by the same. Any such objection shall be made in writing, shall be delivered to the child's teacher or to any person who might order or conduct such test or make such requirement in the absence of such objection.

CONSTRUCTION

SEC. 5. This act shall be construed as supplemental to an act entitled "An act concerning such classes for children of school age who cannot be taught profitably in regular school classes, and granting state aid for a certain proportion of the cost thereby incurred," approved March 10, 1927, Chapter 211, page 599, Acts of 1927.

REPEAL

SEC. 6. All laws or parts of laws in conflict herewith are hereby repealed.

EMERGENCY

SEC. 7. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

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b.

Chapter 184, Acts of 1951

AN ACT to amend Section 1 of an act entitled "An Act providing for audiometer tests for children of school age, providing aid to the hard of hearing, repealing all laws and parts of laws in conflict herewith, and declaring an emergency," approved March 11, 1941.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Section 1 of the above entitled act is amended to read as follows: Section 1. It is hereby made the duty of the board of school trustees or the board of school commissioners of any city or town and the trustees of any township of this state to conduct and administer periodic audiometer test or tests of a similar nature with approved scientific instruments or devices for determining the hearing efficiency of school children in the first, fourth, seventh and tenth grades, all school children transferred from other school districts and of all school children suspected of having hearing defects within all schools in the state, as such times and places and under such rules and regulations as said board of trustees, school commissioners, and township trustees shall prescribe. Said trustee, board of trustees, and board of school commissioners are hereby authorized to appoint such assistants and technicians as are necessary to execute and carry out the provisions of this act.

Records of all such tests administered and conducted shall be made and continuously maintained for the purpose of disclosing any data relating to any such child that may assist in diagnosing and treating any auditory abnormality. Such diagnosis and treatment shall be upon the recommendation of an examination by a practitioner of the healing arts with unlimited license to practice.

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c.

Chapter 53, Acts of 1953

Indiana Hearing Testing Laws and Regulations

AN ACT to amend section 1 of an act entitled "An Act to amend Section 1 of an act entitled 'An Act providing for audiometer tests for children of school age, providing aid to the hard of hearing, repealing all laws and parts of laws in conflict herewith, and declaring an emergency,' approved March 11, 1941," approved March 3, 1951.

Be it enacted by the General Assembly of the State of Indiana:

SECTION. 1. Section 1 of the above entitled act is amended to read as follows: Section 1. It is hereby made the duty of the board of school trustees or the board of school commissioners of any city or town and the trustees of any township of this state to conduct and administer annually audiometer test or tests of a similar nature with approved scientific instruments or devices for determining the hearing efficiency of school children in the first, fourth, seventh and tenth grades, all school children transferred from other school districts and of all school children suspected of having hearing defects within all schools in the state, at such times and places and under such rules and regulations as said board of trustees, school commissioners, and township trustees shall prescribe. Said trustee, board of trustees, and board of school commissioners are hereby authorized to appoint such assistants and technicians as are necessary to execute and carry out the provisions of this act.

Records of all such tests administered and conducted shall be made and continuously maintained for the purpose of disclosing any data relating to any such child that may assist in diagnosing and treating any auditory abnormality. Such diagnosis and treatment shall be upon the recommendation of an examination by a practitioner of the healing arts with unlimited license to practice.

SEC. 2. Wherever, as the result of any tests so made, it shall be made to appear that the hearing of any child or children so tested, is impaired, or that any such child or children are hard of hearing and that by reason of such disability, they cannot be taught advantageously in the regular classes of any such school corporation, it shall be the duty of such trustees, township trustee, and commissioners to provide such remedial measure and correctional devices as may be available.

In this connection they shall advise and instruct parents of children affected as to the proper and necessary medical care, attention and treat-

ment. They shall provide approved mechanical auditory devices to aid in hearing and shall prescribe courses in lip reading by qualified, competent, and approved instructors, all at such periods, times and places and under such rules and regulations as may be prescribed by school corporation.

The superintendent of public instruction and the director of vocational rehabilitation of the department of education of this state shall cooperate with such school corporations in providing any or all of the above enumerated hearing aids. They shall render such advice and information pertinent thereto as they may be able to furnish. Any and all instructors in lip reading shall be approved by them before assuming any appointment for this purpose by any school corporation. Training courses for teachers of the hard of hearing shall be prescribed by the proper authorities in all state teachers' colleges.

SEC. 3. Such school corporations are hereby directed to ascertain and determine at the earliest possible date from and after the date upon which this set shall become effective the cost and expenses of carrying out the provisions hereof in any particular corporation and to make and file their proper estimates of the same as now by law required and to levy or cause to be levied such taxes as shall be adequate for the carrying out of the provisions of this act.

Such school corporations are hereby authorized to receive and accept bequests and donations for immediate use or as trusts or endowments to assist in meeting the costs and expenses incurred in carrying out the provisions of this act. Any unexpended balances in the state treasury available for the use of the schools of this state and otherwise unappropriated may be incurred in the carrying out of this act, by and with the consent of the governor, when funds for the payment of such expenses are not otherwise available to any such school corporation, to the amount necessary to discharge such expenses. Any such sum so advanced to any such school corporation shall be repaid to said fund in the treasury of the state within two years after the date of its advancement through the levy and collection of taxes therefore in the tax district of any such corporation.

SEC. 4. No child shall be obliged to submit to any test or requirement provided for by this Act whose parent or guardian objects to the same. Any such objection shall be made in writing, shall be signed by the parent or guardian of such child, and shall be delivered to the child's teacher or to any person who might order or conduct such test or make such requirement in the absence of such objection.

SEC. 5. This act shall be construed as supplemental to an act entitled "An Act concerning such classes for children of school age who cannot be taught profitably in regular school classes, and granting state aid for a certain proportion of the cost thereby incurred," approved March 10, 1957, Chapter 211, page 599, Acts of 1927.

SEC. 6. All laws or parts of laws in conflict herewith are hereby repealed.

SEC. 7. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

3. Annual Testing of Vision

Chapter 225, Acts of 1959

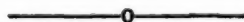
AN ACT providing for visual acuity tests for children of school age.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. The governing official, board or commission of all school towns, cities, municipalities and political subdivisions of the State shall cause to be conducted an annual screening test of the visual acuity of all children enrolled in or transferred to the 1st, 3rd, and 8th grades, and, all other school children suspected of having a visual defect in all public schools under their jurisdiction.

The State Board of Health and the State Board of Education shall adopt and promulgate such rules and regulations concerning vision testing equipment, qualifications of vision testing personnel, and vision screening procedures as may be necessary to carry out the provisions and purposes of this act: Provided, however, That no child shall be obliged to submit to any test or requirement provided for by this act whose parent or guardian objects to the same. Any such objection shall be made in writing, shall be signed by the parent or guardian of such child, and shall be delivered to the child's teacher or to any person who might order or conduct such test or make such requirement in the absence of such objection.

Records of all such tests shall be made and continuously maintained for the purpose of providing information useful in protecting, promoting, and maintaining the health of school children.



4. Education of Patients in Tuberculosis Hospitals

Chapter 18, Acts of 1945

AN ACT concerning the education of public school children and other patients in hospitals for tuberculosis treatment; providing tuition, including transfer tuition, for such public school children and other patients in such hospitals; setting forth the amount of tuition to be paid; providing for its payment; assigning powers and duties to school authorities; providing for the evaluation of credits earned; requiring the state board of education to pass rules to carry out the purposes of this act; repealing all laws in conflict herewith and declaring an emergency.

EDUCATION PROVIDED FOR PUBLIC SCHOOL CHILDREN AND OTHER PATIENTS IN HOSPITALS FOR TUBERCULOSIS—TUITION—PAYMENT—EVALUATION OF CREDITS EARNED.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. That the school corporation, wherein resides any person not less than seven nor more than thirty years of age, who is a patient in a sanatorium maintained solely for the treatment of tuberculosis,

which sanatorium is approved by the state board of health and is under the direction of legally licensed physicians, shall issue a certificate of transfer for such person and shall pay for such kind and extent of instruction as such person is capable of receiving at any such institution, to be determined by it, provided, however, that no school corporation shall be required to furnish education for patients in such sanatorium in excess of that provided in the most advanced commissioned high school in the state. The state board of education is hereby required to order payment and the auditor of state shall pay three-fourths of the amount of such tuition, out of funds not otherwise appropriated, and any such person for whom such tuition shall be paid, shall not be counted as a basis for computing any other regularly distributed state funds to such transferring corporation. The township trustee or board of school trustees of the school corporation wherein shall be located the tuberculosis institution shall receive the tuition funds and shall provide the instruction of said person under the direction of the city or county superintendent of school having jurisdiction in such corporation in accordance with rules and regulations adopted by the state board of education; and said state board of education is hereby required to make the necessary rules and regulations for the carrying out of the purpose of this act. The cost of such instruction shall be computed by the state board of education on the basis of information provided by said city or county superintendent and in no case shall such cost exceed double the amount of the tuition received by said school corporation for transferred pupils regularly attending the schools of said school corporation. Such instruction shall be evaluated by such superintendent of schools and upon his recommendation shall be accepted as full credit in the school of the corporation wherein the person shall reside.

APPLICATION OF PROVISIONS

SEC. 2. The provisions of this act shall also apply in those cases where the patient is a resident of the school corporation wherein the sanatorium is located.

REPEAL

SEC. 3. All laws or parts of laws in conflict herewith are hereby repealed, and the following law, to wit: "An Act concerning transfer tuition for public school children in hospitals for tuberculosis treatment setting forth the amount of transfer tuition to be paid, providing for its payment, assigning powers and duties to school authorities, repealing all laws in conflict herewith and declaring an emergency," approved March 4, 1941, and all acts amendatory thereof, are hereby specifically repealed.

EMERGENCY

SEC. 4. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

**5. The Education and Training of Children
Who Are Both Deaf and Blind**

a.

Chapter 93, Acts of 1955

AN ACT concerning the education and training of children who are both deaf and blind.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Any child who is both deaf and blind, not less than four nor more than fourteen years of age who has resided in the State of Indiana for five years next preceding application, under circumstances showing residence gained for normal proper reasons and not primarily in order to qualify under this act, may through any relative, friend or person assuming responsibility for the child's care, make written application to the superintendent of the Indiana School for the Deaf for temporary admission for the purpose of determining whether such child is a proper subject for limited care and education at state expense.

SEC. 2. Upon receipt of such application the superintendents of the Indiana State School for the Deaf and the Indiana School for the Blind shall make investigation and if he finds the applicant qualified under section 1 of the act, he shall then have such child examined both physically and mentally to see whether such child can be expected under proper schooling to make normal progress and develop as much as could be reasonably anticipated for one so handicapped. When the investigation and the examination are completed the superintendents shall present the whole case, with their recommendation, to the administrative head of the division of medical institutions. If such administrative head finds that the best interests of the child and of the State of Indiana will be served by giving the child care and education at state expense, he is authorized to make a contract on a year to year or term to term basis with any school specializing in the training, care and education of children who are both deaf and blind, and if the progress, in his opinion, warrants it, he may continue such schooling in that school or another school for any length of time at the discretion of the administrative head of the division of medical institutions, until the child reaches the age of twenty-one years. The cost of this education shall be paid equally by the administrative heads from any monies appropriated to the school for the deaf and the school for the blind.

b.

Chapter 251, Acts of 1961

AN ACT to amend an act concerning the education and training of children who are both deaf and blind by extending its provisions to include other combinations of multiple handicaps, being Chapter 93 of the Acts of 1955.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Acts 1955, c. 93, s. 1 is amended to read as follows:
Section 1. Any child who has multiple handicaps due to the fact he is deaf, mute or blind or in any combination of the three, not less than four nor more than fourteen years of age who has resided in the State of Indiana for five years next preceding application, under circumstances showing residence gained for normal proper reasons and not primarily in order to qualify under this act, may through any relative, friend or person assuming responsibility for the child's care, make written application to the superintendent of the Indiana School for the Deaf for temporary admission for the purpose of determining whether such child is a proper subject for limited care and education at state expense.

SEC. 2. Acts 1955, c. 93, s. 2 is amended to read as follows: Sec. 2. Upon receipt of such application the superintendent of the Indiana State School for the Deaf and the superintendent of the Indiana School for the Blind shall make investigation and if either finds the applicant qualified under section 1 of this act, he shall then have such child examined both physically and mentally to see whether such child can be expected under proper schooling to make normal progress and develop as much as could be reasonably anticipated for one so handicapped. When the investigation and the examination are completed the superintendents shall present the whole case, with their recommendation as to the educability, to the administrative head of the division of medical institutions. If such administrative head finds that the best interests of the child and of the State of Indiana will be served by giving the child care and education at state expense in a school other than the Indiana School for the Blind or the Indiana State School for the Deaf, he is authorized to make a contract on a year to year or term to term basis with any school specializing in the training, care and education of children who have multiple handicaps in any combination specified by section 1 of this act, and if the progress, in his opinion, warrants it, he may continue such schooling in that school or another school for any length of time at the discretion of the administrative head of the division of medical institutions, until the child reaches the age of twenty-one years. The cost of this education shall be paid equally by the administrative heads from any monies appropriated to the school for the deaf and the school for the blind.

6. School Exclusion of Handicapped Children

Chapter 215, Acts of 1963

AN ACT to amend an act concerning the school attendance and the employment of minors; and fixing penalties.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Acts 1921, c. 132, s. 5 is amended to read as follows:
Sec. 5. Unless otherwise provided herein, every child between the ages of seven (7) and sixteen (16) years shall attend public school or other school taught in the English language which is open to the inspection of

local and state attendance and school officers; and such child shall attend such school each year during the entire time the public schools are in session in the school district in which such child resides.

The school superintendent of any attendance district may, with the approval of and under limitations and regulations concerning the procedures and requirements for complete evaluation of children, to be established by the State Board of Education, exclude or excuse from school any child found mentally or physically unfit for school attendance, provided such approval shall be valid for no longer than the school year during which it is issued: Provided, That no pupil or minor shall be compelled to submit to medical examination or treatment under authority of this section whose parent or guardian objects to the same. Such objection shall be made by written and signed statement delivered to the pupil's teacher or to any person who might conduct such examination or treatment in the absence of such objection.

Every principal and teacher in every public or other school which is attended by one (1) or more minors between the ages of seven (7) and sixteen (16) years shall furnish, on the request of the superintendent of the attendance district wherein such school is located, a list of names, addresses and ages of all minors attending such school, and shall further report immediately to such superintendent the name, address and date of withdrawing from such school and shall also immediately report to such superintendent the name and address of every pupil absent from school without lawful excuse: Provided, if a child, otherwise subject to the provisions of this act, shall, by reason of deafness or partial deafness, or of blindness or partial blindness, be unable to secure in the school named a proper education by use of the sense of hearing or of the sense of sight, the parent, guardian or other person having control or charge of such children shall cause those between seven (7) and eighteen (18) years of age to attend the Indiana State School for the Deaf or the Indiana State School for the Blind, during the full scholastic terms of said schools, unless discharged therefrom by the board of trustees of either of said schools; and the employment, under the provisions of this act, of any of said children between the ages of seven (7) and eighteen (18) years during the school terms of said schools respectively is hereby prohibited, unless a certificate of discharge issued by the superintendent of either of said schools be presented as herein provided: Provided, That no such child shall be employed contrary to the provisions of the law concerning the employment of minors in industry. Application for admission of such children to such schools respectively shall be made out in the usual form and passed upon by the board of trustees of said respective schools, and no child shall be permitted to enter either of said schools until the application shall have been accepted by the proper board of trustees, and, upon the rejection of any child's application by either of said boards, neither such child nor its parent, guardian or other person having control or charge of it, shall thereafter, in respect of such child, be subject to the provisions of this act, until such child's application shall be accepted: Provided, further, That the judge of the court having juvenile jurisdiction may suspend the provisions of this act in cases of juvenile delinquents and incorrigibles whenever, in his judgment, the welfare of any child warrants such action.

APPENDIX II

RULES AND REGULATIONS OF THE COMMISSION ON GENERAL EDUCATION

a.

Rule S-1. Special Classes and Programs (Implementing Chapter 211 of the Acts of 1927, Chapter 276 of the Acts of 1947, Chapter 81 of the Acts of 1955, Chapter 4 of the Acts of 1961, and Chapter 272 of the Acts of 1965).

SECTION 1. GENERAL INFORMATION: Special Education classes and programs under provisions of these Acts may be conducted by any public school corporation. Reimbursement cannot be made to other agencies.

Special education classes and programs may also be approved when two or more school corporations, by written agreement of the respective school authorities thereof, decide to organize such classes and programs jointly in the schools of any one or more of such school corporations.

Pupils enrolled in special education classes and programs may be taught any subject taught in public schools and receive the same credit as other pupils, providing they meet the requirements of the local schools.

Pupils shall be figured in the average daily attendance of the schools and grades which they would attend as regular class pupils. Transfer pupils are figured in the average daily attendance of the receiving corporation.

Homebound pupils shall be reported as having regular full-day attendance on Form 30.

All medical, psychological and other reports pertaining to the approval of children in special programs shall be made available to the special class teacher or therapist directly concerned with the child.

SEC. 2. DEFINITIONS: Special classes and programs to be approved under the provisions of these statutes shall provide instruction for children between 5 and 21 years of age inclusively, who have a physical and/or mental disability which makes regular classroom activity impractical or impossible, and who are not in attendance in any of the residential schools of the state, but who, with the advantage of a special education program, may be expected to benefit from instruction.

Classes may be approved for:

"C"—Crippled Children—Children having orthopedic handicaps or special health problems.

"PS"—Partially Sighted Children—Children having visual acuity of 20/70 in the better eye after correction who are able to use vision as the principal means of education.

- "B"—Blind Children**—Children having visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees who use Braille instruction as the major educational media.
- "D-H"—Deaf or Hard-of-Hearing Children**—Children having acoustical problems.
- "ED"—Emotionally Disturbed Children**—Children who exhibit social and/or emotional problems.
- "M"—Educable Mentally Retarded Children**—Children with intelligence quotients of approximately 50-70 on either the Revised Stanford Binet Intelligence Scale or the Wechsler Intelligence Scale for Children with a reasonable deviation at either end of the scale. No child will be admitted with an I.Q. score of more than 79. **Trainable Mentally Retarded Children**—Children with intelligence quotients of approximately 35-55.

Special programs may be approved for:

- "A"—Director of Special Education—Supervisor of Special Education**—A director of special education has responsibility for the total program for exceptional children and his role includes such duties and responsibilities as the superintendent may direct. A supervisor, working under a director of special education, has supervisory responsibilities for one area of exceptionality in a total program of special education and his role includes duties and responsibilities pertinent to his area as assigned by the director.
- "H"—Homebound Instruction**
 a. home teacher
 b. school-home telephone
- "OT"—Occupational Therapy**
- "P"—Psychological Services**
- "PT"—Physical Therapy**
- "S"—Speech and Hearing Therapy**
- "TR"—Special Transportation**
- "EX"—Experimental Programs**—Programs for handicapped children which cannot be categorized under any of the preceding definitions.

SEC. 3. ELIGIBILITY FOR PROGRAMS AND OTHER PROGRAM REQUIREMENTS: The proper placement of the child is the responsibility of the school administrators. The director of special education and all special examiners (medical, psychological, etc.) shall interpret results of evaluations in such a manner as to aid in making the proper placement.

All required physical and/or psychological evaluations of a child shall be made at least every three years. Pupils are to be assigned to special classes and programs designed and equipped to cope with the major handicapping conditions.

A. Director of Special Education

A school corporation, or two or more school corporations operating under a joint agreement program, which employs 5-9 full-time special education teachers (not including home teachers) and/or therapists in two or more areas of special education, approved by the Division of Special Education is eligible for a half-time director of special education. A school corporation, or two or more school corporations operating under a joint agreement program, which employs 10 or more full-time special education teachers and/or therapists approved by the Division of Special Education is eligible for a full-time director of special education.

A school corporation, or two or more school corporations operating under a joint agreement program, which employs less than 5 full-time special education teachers and/or therapists is eligible for a half-time director for one year provided that the school corporation furnishes evidence that by the next year the school corporation will employ a total of 5 or more full-time teachers and/or therapists in two or more special education areas.

B. Supervisor of Special Education

A school corporation, or two or more school corporations operating under a joint agreement program, which has a certified director of special education and which employs 5-9 approved full-time special education teachers (not including home teachers) or therapists in any one area of exceptionality is eligible for a half-time supervisor in that one area. A school corporation, or two or more school corporations operating under a joint agreement, which has a certified director of special education and which employs 10 or more approved full-time special class teachers or therapists in any one area of exceptionality is eligible for a full-time supervisor of special education in that area. Supervisors must hold a professional teaching certificate for the area in which they supervise.

Future approval of supervisors will depend upon their meeting state certification patterns as promulgated by the Commission on Teacher Education and Certification.

C. Psychological Services

Approval may be given for psychological services (1) obtained on a contract basis, or (2) by the part or full-time employment of school psychologists and/or school psychometrists.

D. Special Classes for the Mentally Retarded

Classes for the educable mentally retarded—The following types of classes may be approved:

Pre-Primary

Ages: 5-6

Optimum class size: No more than 10-12 children

Primary

Ages: 6-9

Optimum class size: No more than 10-13 children

Intermediate

Ages: 9-13

Optimum class size: No more than 12-15 children

Junior High

Ages: 13-16

Optimum class size: No more than 12-15 children

Senior High

Ages: 16-21

Optimum class size: No more than 15-17 children

Combinations of the above may be approved provided that the age span within any one class does not exceed six years. No one class shall exceed 18 children in enrollment at any given time.

Classes for the trainable mentally retarded—A chronological age range of no more than eight years may be included in a special class. Exceptions to this rule may be requested upon written application to the Division of Special Education. Classes may be housed in buildings outside a regular school facility but shall meet minimum standards as approved by the Commission on General Education. An optimum enrollment of 10-13 pupils per class may be approved. Exceptions may be requested when a teacher aide is employed to assist a certified teacher.

A psychological evaluation is required by a licensed school psychologist, school psychometrist, or a mental health or child guidance clinic approved by the Commission on General Education. This evaluation shall include an investigation of mental, physical, social and emotional factors and an assessment of achievement in school subjects. The psychological report shall be written as indicated in the **Handbook on Psychological Evaluation of Children Who Are Exceptional**.

E. Special Classes for the Physically Handicapped

An evaluation by a physician is required.

A psychological evaluation is required. This evaluation shall include an investigation of the same factors and shall be conducted by the same personnel as in "D" above.

Class size shall be determined by the director of special education or other school administrator if there is no director.

F. Special Classes for the Partially Sighted

An evaluation by a physician is required.

A psychological evaluation is required.

Class size shall be determined by the director of special education or other school administrator if there is no director.

G. Special Classes for the Blind

An evaluation by a physician is required.

A psychological evaluation is required.

Class size shall be determined by the director of special education or other school administrator if there is no director.

H. Special Classes for the Deaf and Special Classes for the Hard-of-Hearing

An evaluation by a physician and a clinical audiologist is required.

A psychological evaluation is required.

Class size shall be determined by the director of special education or other school administrator if there is no director.

I. Programs for Speech and Hearing Therapy

A speech evaluation by a speech and hearing therapist certified in Indiana is required. All children who have symptoms of acoustic, voice and aphasic disorders, cerebral palsy or cleft palate shall also have an evaluation by a physician. A physician's statement shall be on file with the school corporation describing the medical need of these children and the consequent limitations to be imposed upon their training.

Caseload for each speech and hearing therapist shall not exceed 100 pupils per therapist. Therapy groups shall consist of 1-5 pupils in number. Each child shall receive at least two twenty-minute periods of therapy per week.

J. Programs for the Emotionally Disturbed

Evaluation by a psychiatrist and/or clinical or school psychologist is required. Social casework data and other evaluations as needed shall be utilized.

K. Programs of Homebound Instruction and School-Home Telephone

Evidence that the child can profit from instruction is required.

An evaluation by a physician is required.

A psychological evaluation is required for those children whose medical diagnosis is cerebral palsy, epilepsy, brain injury, hydrocephalus and other conditions which may effect learning. This evaluation shall include an investigation of mental, physical, social and emotional factors and an assessment of achievement in school subjects.

In cases of emotional disturbance, the school corporation shall submit a statement with Form 23-H that out-patient psychiatric treatment will be given during the period of homebound instruction.

To be eligible for homebound instruction, evidence shall be on file with the school corporation having jurisdiction over said child, that the child will be homebound for at least eight weeks, or that a period of homebound instruction for less than eight weeks, at the close of the school year will enable the child to complete the regular school work. Mentally retarded, blind and deaf children who are enrolled in approved special education programs shall be eligible for homebound instruction providing the teacher is fully certified to teach a child with this disability. Children with orthopedic handicaps or special health problems are eligible if they are intellectually able to profit from academic instruction. If homebound instruction is approved, it may be continued through the summer to complete a semester or meet promotion requirements.

The number of homebound pupils per teacher shall not exceed 5 at any one time. Approval for homebound teacher instruction is limited to 1

hour per day, 5 days per week, 20 hours per month for children in elementary schools. Approval for homebound instruction at the junior high and secondary level is limited to 1 hour per day, 5 days per week, 20 hours per month per each subject in which the pupil is enrolled.

School-home telephone instruction may be provided only for high school and junior high school students who meet the requirements for homebound pupils as set forth in these rules. School-home telephone and homebound instruction may be offered concurrently.

Reimbursement for approved cost of homebound instruction shall be retroactive to the actual beginning of such instruction.

SEC. 4. APPLICATIONS FOR CLASSES AND PROGRAMS:

A. Application for a new special class or program shall be made to the Division of Special Education on Form 23 and approval must be granted before the class or program starts, except by school corporations employing approved directors of special education. A personal conference with a representative of the Division of Special Education is required before consideration can be given to the approval of a new program.

B. Applications to continue special classes and programs which have been previously approved shall be made on appropriate Form 23 by October 15 for a full-year program, and by February 15 for a half-year program. Pre-approvals on Form 23 will be accepted July 15 for programs with fully certified special education teachers.

A corporation will be notified of approval or disapproval of all requests.

C. Application for approval of a psychological services program shall be made on Form 23-P. This application shall include a description of the proposed plan for psychological services and in the case of contracted services a copy of the contract shall be submitted with Form 23-P.

D. Homebound instruction may be approved anytime during the year. Application is made on Form 23-H. Homebound instruction during the summer may be approved but any instruction continuing after the end of the school year shall be requested on a new Form 23-H.

E. Applications for experimental programs shall be submitted by the Division of Special Education to the Commission on General Education for approval.

F. School corporations employing approved directors of special education shall use the following forms for approval of programs:

1. Form 23-A shall be used to apply for approval for a director of special education and a supervisor of special education. This application shall include a description of the proposed plan for the administration and supervision of special education classes or programs.
2. Applications for homebound instruction shall be made on Form 23-H-1. Form 23-H-1 shall be submitted to the Division of Special Education by December 15. A supplemental Form 23-H-1 shall be submitted by April 15 and will include information on additional children added to the homebound program which was not included on the first report.

3. Applications for special class programs shall be made on Form 23-1 which shall be submitted by October 15. A supplemental Form 23-1 shall be submitted by April 15 which will include information on children added to the program since the first report was submitted.

SEC. 5. CERTIFICATION: A school corporation may be eligible for reimbursement for special education classes or therapy programs where the teachers, therapists, school psychologists and psychometrist, directors and supervisors hold certification appropriate for the special work. Exceptions are listed below:

A. Any certified teacher or therapist who was teaching in public school special education classes or programs prior to 1951 shall be considered to meet the requirements for reimbursement to the corporation.

B. The homebound program is a program of academic instruction which is taught primarily by regular classroom teachers. Teacher requirements are the same as those for teaching in regular classes (i.e., a valid Indiana certificate covering the grade, area, or subject to be taught).

SEC. 6. FACILITIES: Facilities for all special education programs and classes shall meet standards as approved by the Commission on General Education. Adequate equipment shall be provided for all programs.

SEC. 7. REIMBURSEMENT: Form 24 shall be submitted for reimbursement within ten days after close of classes or by June 15 each year, whichever is later.

A. Transferring Handicapped Children

Application by the receiving corporation for the approval of transfer pupils from one corporation to the special classes in another corporation shall be submitted to the Commission on General Education of the State Board of Education or its approved agency before the cost of such transfer may be included in the claim for reimbursement. Only the amount in excess of a regular transfer can be claimed for reimbursement. Corporations accepting transfer pupils shall charge the transferring corporation the portion of excess cost not paid by the state, in addition to regular transfer costs.

B. Reimbursable Costs

Reimbursement shall be as follows:

1. 50% of the cost or salary of approved special class teachers, special administrators, special supervisors, and psychological services.
2. 70% of the salaries of approved speech and hearing therapists, including the salary for time spent in hearing screening; physical therapists; and occupational therapists.
3. 80% of approved special transportation, homebound instruction, and school-home telephone.

C. Part-Time Personnel

A school corporation shall be reimbursed only for the time spent by special education personnel in approved programs and classes.

D. Homebound Instruction and School-Home Telephone Costs

The maximum approved cost for school-home telephone shall not exceed \$60 for installation and \$25 per month rental per pupil. A maximum of \$4 per hour for home-teacher instruction can be approved for reimbursement.

E. Transportation

Transportation may be approved for the following types of programs:

1. Special programs for the physically handicapped, including the visually handicapped, the hearing impaired, and those with special health problems.
2. Handicapped pupils who attend special classes outside their normal school attendance area.
3. Handicapped pupils legally transferred to special classes.
4. Crippled children or those children with special health problems who are able to attend regular classes if special transportation is provided.

Only one round trip each day the child is in school shall be approved. The actual cost of transportation not to exceed \$2 per pupil per day shall be submitted on Form 24. Further information concerning the transporting party and the transportation contract shall be submitted for approval on Form 23-TR.

F. Pro-Rating Reimbursement

In the event that the available funds are less than the total claims, reimbursement will be pro-rated.

—o—
b.

Rule S-2. Special Oral Training Center Classes (Implementing Chapter 166, Acts of 1955).

SECTION 1. Special Classes under provisions of this Act may be conducted by any public school corporation approved by the Indiana State Board of Education and the Hearing Commission: Provided, however, that there shall not be more than five oral training centers in the state and not more than a total of fifteen oral training units. Reimbursement cannot be made to any agency other than public school corporations. Application for oral training units must be submitted to the Commissions through the General Commission of the State Board of Education on Unit Application Form S-26 in duplicate, substantiated by Individual Pupil Application Forms S-26A. One copy of Form 26 and the Individual Pupil Application Form S-26A will be returned for filing in the office of the responsible superintendent. These applications must be submitted and approved before the class starts and in any case, by October 15 of each year. Statistical Form S-27 must be submitted at the close of each semester indicating names of children enrolled, average daily attendance, and average cost of maintaining such speech-hearing handicapped classes

and the average cost of maintaining normal children in the regular classes for the last reporting period. Claim Form S-28 must be submitted for reimbursement purposes within ten (10) days after the close of classes or by June 15, whichever is later.

SEC. 2. Special classes to be approved under the provisions of these statutes¹ shall provide instruction for any pupils who are hearing handicapped¹ which makes regular school room activity impractical or impossible, and who are not in residential attendance in any of the institutions of the state, but who, with the advantage of a special educational program, may be expected to benefit from instruction and training.

SEC. 3. An "oral training center" shall be any facility established by a school corporation for the oral training of hearing handicapped children. Special classes established at oral training centers shall be known as "oral training units." These special classes shall consist of not less than six nor more than ten children. Oral training units shall consist of three divisions to be known as Oral Nursery, Oral Elementary, Oral Advanced. Oral Nursery training units shall be special classes composed of pupils in the age range of three to five years, or those who can be best educated with them; oral elementary training units shall be special classes composed of pupils in the age range of six to twelve years, or those who can be best educated with them; oral advanced training units shall be special classes composed of pupils in the age range of thirteen to twenty years or those who can be best educated with them.

SEC. 4. Before a special class may be approved Form 26 and 26A must be submitted. Form 26 shall list the class members and shall summarize pertinent data from Form 26A for State Office. The following information must be recorded:

- A. Definite information secured by the examinations required in the Acts as to the physical and mental ability of the pupils to be admitted to the oral training units. The screening of children to determine eligibility of the children to attend oral training units shall include medical, psychological and audiological examinations as prescribed for admission to the Indiana State School for the Deaf.
- B. The medical examination for such pupils shall include a complete otological examination administered by a licensed physician in the State of Indiana.
- C. The psychological examination must be obtained through properly selected individual intelligence, achievement and other useful tests. These tests should be administered to each pupil and results interpreted by properly certificated school psychometrist, school psychologist, or by an approved clinic having on the staff at least one registered psychiatrist and one registered clinical or counselling psychologist. Only educable children of sound mind can be approved for class enrollment.

¹Chapter 166 of the Acts of 1955.

- D. The audiological examination results must be obtained through properly selected audiological tests. These tests should be administered to each pupil and the results interpreted by a properly certified school audiologist, clinical audiologist or by an approved speech and hearing clinic having on the staff at least one properly trained clinical audiologist. On bases of these data, the school or local health officer shall make recommendations regarding the inclusion of each pupil in special classes.
- E. The name of the teacher to be employed and the type and number of certificates held; the time to be devoted to special class work must be furnished.
- F. The oral training method and the amount of instruction to be given each pupil. The doctor's certificate on file in the superintendent's office should indicate any restrictions.
- G. The anticipated expenditures for such special classes must be furnished:
 - 1. The estimated cost of salaries.
 - 2. Special equipment may be listed here or applied for later for approval. To defray the cost of administering the oral training units a sum not to exceed \$1,000 may be allotted to assist in the acquisition of training equipment.

SEC. 5. Application by the receiving corporation for the approval of transfer pupils from one corporation to the special classes in another corporation must be submitted to the Commission on General Education of the State Board of Education before the cost of such transfer may be included in the claim for reimbursement. Only the amount in excess of a regular transfer can be claimed for reimbursement.

- A. Corporations accepting transfer pupils shall charge the transferring corporation the proportion of excess cost not paid by the state, in addition to regular transfer costs.

SEC. 6. All applications for the approval of new special classes must be submitted and approved before such special classes are started. The corporation will be notified of approval or disapproval.

SEC. 7. All items requested on the application blank, Form 26 or 26A must be reported. The fiscal year for special education ends June 15.

SEC. 8. A copy of the admission form must be on file for each pupil in the office of the local superintendent, or other school official designated by the superintendent. Such form must show why the child cannot be cared for in regular classes.

SEC. 9. Hearing handicapped children may be taught any subject taught in public schools and receive credit the same as other children, provided they meet the requirements of the local schools .

SEC. 10. The purchase of special equipment must be approved by the Commission on General Education of the State Board of Education and the Hearing Commission before it is purchased if reimbursement is expected. Equipment that may be ordinarily used in a regular classroom is not considered an item for reimbursement.

SEC. 11. A school corporation may receive reimbursement for any oral training unit only if the teacher holds the usual qualifications required of teachers of the public schools and a special teacher's certificate appropriate for the special work as specified by the Teacher Training and Licensing Commission of the Indiana State Board of Education.

SEC. 12. Teachers hired to teach special education classes for hearing handicapped may teach other classes, or children, but will be reimbursed only for the time spent in oral training units under the provisions of this Act.

SEC. 13. Reimbursement is an amount not to exceed \$300 of the cost in excess of educating normal children, or that amount in excess of the regular per capita cost based on average daily attendance. Special equipment which has been approved previous to purchase may be included for state reimbursement up to \$1,000 of the cost of such equipment. It is understood that the local corporation shall be responsible for the cost of any special equipment approved by the Hearing Commission and the Commission on General Education of the State Board of Education, for which the state cannot reimburse the total up to \$1,000 allocated per unit, in which case payment will be prorated on a percentage basis.

SEC. 14. An enrollment of 6 to 10 children within the prescribed unit limits¹ constitute a unit. An enrollment of 6 must be maintained if full state support is to be received. Teachers on a full-time basis doing special teaching for hearing handicapped children must show a minimum average daily attendance of 6 to 10 for each teacher if full \$300 of excess cost per child is to be reimbursed. An average daily attendance of 6 to 10 for each teacher is required. Regular full-day attendance for children of Grades 1 to 12 inclusive, shall be reported on Form 30 (November 1 of current year). The aggregate attendance obtained at the end of the year, divided by the number of days school was in session gives average daily attendance for Report Form 9-A and 12.

A. Attendance of pupils designated parts of days shall be interpreted to be full attendance for the day.

P. The average daily attendance shall be determined by dividing the aggregate attendance for the reporting period by the number of days school was in operation during that period. 51/100 or more in the quotient shall be considered an additional pupil.

The period for determining average daily attendance for the school year shall be the days when school is in actual operation from the beginning of the first semester of the school year till October 31, inclusive.

c.

Rule S-3. Indiana Vision Acuity Testing Program Regulations (Implementing Chapter 225, Acts of 1959).

A. Equipment for Testing Visual Acuity.

¹ Sec. 3.

1. The minimum equipment to be used shall be the Snellen Chart illuminated by two 60 watt bulbs.
 2. The Snellen E. Chart shall be used for grades 1 and 3.
 3. The Snellen Alphabetical Chart shall be used for grade 8.
 4. The use of testing equipment which might be considered equivalent to or more elaborate than the Snellen test will be at the discretion of the local school system and should be based on the recommendations of the school's professional health advisory sources.
- B. Procedures to be used in Vision Testing.
1. Use of Equipment
 - a. The Snellen Chart (E or Alphabetical) shall be used at a distance of 20 feet.
 - b. The lamps used to illuminate the Chart should be placed at a distance of one foot from the Chart.
 2. Standards
 - a. Children in the 1st grade who are unable to read with each eye the 20/40 line of the Snellen Chart shall be considered as having failed the test. The use of the 20/20 line or the 20/20 line as the standard for passing or failing the test may be used based upon the recommendations of the professional advisors of a school's eye screening program.
 - b. Children in the 3rd grade who are unable to read with each eye the 20/30 line of the Snellen Chart shall be considered as having failed the test. The use of the 20/20 line as the standard for passing or failing the test may be used based upon the recommendations of the professional advisors of a school's eye screening program.
 - c. Children in the 8th grade who are unable to read with each eye the 20/20 line of the Snellen Chart shall be considered as having failed the test.
 - d. Parents of children with corrective lenses or other ocular devices shall be informed of the eye screening program but these children shall not be referred for further examination.
- C. Qualification of Testers.
1. The school administrator shall be responsible for assigning the best qualified person in the school system or school health service for supervising the eye screening tests.
- D. Reporting of School Testing Program.
1. Each school system shall submit an annual report of its vision testing program to the Indiana State Board of Health.
 2. The report shall include the following:
 - a. The number of children in each grade tested.
 - b. The number of children in each grade failing the test.
 - c. The number of children failing the test who had further professional attention.
 - d. The type of screening test used.
 - e. The person or department supervising the testing program.
 3. The school's testing program shall be subject to review and approval by the State Board of Education and the State Board of Health.

d.

Rule S-4. Regulations for the Exclusion of Children Who Are Mentally or Physically Incapable of School Attendance (Implements Chapter 215, Acts of 1963).

SECTION 1. GENERAL PROCEDURE: The following general procedure shall be followed in considering children for exclusion from school attendance:

1. The local school shall obtain a complete evaluation of each child.
2. On the basis of data integrated from such an evaluation and a consideration of existing school facilities, the local superintendent shall make a decision on exclusion.
3. For each child for whom exclusion is to be recommended, Form X and a report of each case shall be submitted to the Division of Special Education, Department of Public Instruction.
4. The Division of Special Education shall issue a statement of approval or disapproval of each recommendation for exclusion.
5. Cases awaiting final decision may be temporarily excluded if necessary.
6. The approved exclusion of each child is valid for one school year.
7. For continued exclusion Form X and a report of each case shall be submitted annually to the Division of Special Education.

SEC. 2. SPECIFIC PROCEDURE.

A. Evaluation

The complete evaluation for each child shall include these areas: (1) mental, (2) physical, (3) social, and (4) emotional. Evaluations shall be conducted and reports written in accordance with the requirements set forth in *School Psychology Bulletin #1, Handbook on the Psychological Evaluation of Children Who Are Exceptional*, which Handbook is hereby attached hereto, made a part hereof, and for reference marked "Exhibit A." In addition, when exclusion is recommended, the report shall include an alternate plan for the child.

No pupil shall be compelled to submit to medical examination or treatment whose parent or guardian objects to the same. Such objection shall be made by written and signed statement delivered to the pupil's teacher or any person who might conduct such examination or treatment in the absence of such objection.

B. Reports for Continued Exclusion.

A current report for each previously excluded child shall be submitted to the Division of Special Education no later than 15 October of each year. This report shall present a re-evaluation of the progress of the child by integrating current relative data and shall consider available proposed school facilities.

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**POLICY STATEMENT ON IMPLEMENTING THE DECISION
MAKING PROCESS AT THE LOCAL LEVEL**

In each school corporation one person should be assigned the task of gathering all pertinent data on each case considered for exclusion. De-

pendent upon the individual case, information may be secured from such personnel as principal, teacher, school psychologist, school psychometrist, director of special education, speech therapist, physician, school nurse, visiting teacher, social worker, and others.

The integration of all data for each child is of prime importance. In some school corporations the person assigned the responsibility of gathering data on each case might also be given the responsibility of integrating this data and making a recommendation to the superintendent relative to exclusion. However, in most school corporations consideration should be given to the establishment of a "local screening committee" for the purpose of integrating the information gathered on each case and for making a recommendation to the superintendent. The membership of such a committee would vary between corporations and for individual cases and might include several of the persons contributing information to the case as mentioned above.

e.

Rule P-2. Pupil Transfers to Tubercular Sanatoriums.

SECTION 1. Corporations claiming transfer tuition on account of expense incurred for education of persons attending schools while a patient in a sanatorium maintained solely for the treatment of tuberculosis shall furnish the Commission on General Education of the Indiana State Board of Education the following information: Name, age, grade, place of residence, average daily attendance, per capita transfer tuition, per capita transfer tuition of pupils regularly attending the schools of the corporation, and courses taken. (Rule 42, 1947, p. 766)

SEC. 2. All claims for transfer tuition for tubercular pupils shall be accompanied by supporting affidavits executed by the proper school officer. (Rule 43, 1947, p. 766)

SEC. 3. The Commission on General Education shall order payment by the Auditor of State of three-fourths of the transfer tuition for tubercular pupils when tuition is not in excess of double the amount of transfer tuition for regular pupils of the corporation. (Rule 44, 1948, p. 84)

APPENDIX III

CERTIFICATION REQUIREMENTS FOR SPECIAL EDUCATION TEACHING AND ADMINISTRATIVE PERSONNEL

a.

Certification for Teaching Special Education Classes (General Requirements—Special Class Teachers)

Rule 44 of the Teacher Training and Licensing Commission was promulgated on March 28, 1962. This rule provides new certification patterns for all teaching areas. Six basic certificates will be issued to cover the various positions in the public schools of Indiana. These certificates are:

- A. The General Elementary School Teacher Certificate
- B. The Junior High School Teacher Certificate
- C. The Secondary School Teacher Certificate
- D. The Non-Conventional Vocational Teacher Certificate
- E. The School Services Personnel Certificate
- F. The School Administrator and Supervisor Certificate

The auxiliary, subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

Endorsement for Teaching Special Education Classes

1. Endorsement for Teaching Special Education Classes qualifies the holder to teach special education classes in the area of exceptionality endorsed on the certificate.
2. Areas of endorsement are:
 - A. Orthopedic and Special Health Problems
 - B. Partially Sighted
 - C. Blind
 - D. Mentally Retarded
 - E. Emotionally Disturbed
 - F. Deaf
3. The program leading to endorsement for each of the above areas excepting teaching the deaf will consist of a minimum of twenty-four semester hours, including:
 - A. A minimum of eight semester hours in the area of exceptionality indicated above for which the certificate is to be issued, including psychological and physiological bases of exceptionality, special class methods and student teaching in a special class.
 - B. Four semester hours in elementary teaching methods distributed between mathematics and language arts. (Elementary school teachers will already have met this requirement.)
 - C. Directed electives in the general area of special education.
4. The program leading to Endorsement for Teaching Deaf will consist of a minimum of twenty-four semester hours including:

- A. Teaching speech to the deaf; teaching language to the deaf; methods of teaching elementary school subjects to the deaf and hard of hearing; guidance and history of education of the deaf; auditory and speech mechanisms; audiometry, hearing aids and auditory training, and student teaching with deaf children.

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b.

Certification for Teachers of the Deaf

Rule 44 of the Teacher Training and Licensing Commission was promulgated on March 28, 1962. This rule provides new certification patterns for all teaching areas. Six basic certificates will be issued to cover the various positions in the public schools of Indiana. These certificates are:

- A. The General Elementary School Teacher Certificate
- B. The Junior High School Teacher Certificate
- C. The Secondary School Teacher Certificate
- D. The nonconventional Vocational Teacher Certificate
- E. The School Service Personnel Certificate, and
- F. The School Administrator and Supervisor Certificate

The auxiliary, subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

**Requirements for Endorsement for
Special Class Teachers of the Deaf**

- A Minimum of Twenty-four (24) semester hours of credit including:
- 1. Teaching Speech to the Deaf
 - 2. Teaching Language to the Deaf
 - 3. Methods of Teaching Elementary School Subjects to the Deaf and Hard of Hearing
 - 4. Guidance and History of Education of the Deaf
 - 5. The Auditory and Speech Mechanism
 - 6. Audiometry, Hearing Aids, and Auditory Training
 - 7. Student Teaching with Deaf Children

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c.

Certification for Speech and Hearing Therapy

Rule 44 of the Teacher Training and Licensing Commission was promulgated on March 28, 1962. This rule provides new certification patterns for all teaching areas. Six basic certificates will be issued to cover the various positions in the public schools of Indiana. These certificates are:

- A. The General Elementary School Teacher Certificate
- B. The Junior High School Teacher Certificate
- C. The Secondary School Teacher Certificate
- D. The Nonconventional Vocational Teacher Certificate

- E. The School Service Personnel Certificate, and
- F. The School Administrator and Supervisor Certificate

The Auxiliary, subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

Endorsement for Speech and Hearing Therapy

1. Endorsement for Speech and Hearing Therapy qualifies the holder to work in this area of endorsement.
2. The program leading to Endorsement for Speech and Hearing Therapy will consist of a minimum of forty hours distributed in the following manner:
 - a. Basic Areas: 8-10
Anatomy and physiology of the ear and vocal mechanism, phonetics, semantics, speech and voice science, psychology of speech, public speaking.
 - b. Speech Pathology: 12-15
Speech pathology and clinical practice.
 - c. Audiology: 8-10
Hearing problems, audiometric testing, lip reading, and clinical practice.
 - d. Other Areas: 8-10
Psychology (clinical, child, abnormal, exceptional), remedial reading, language arts, mental hygiene, education of the physically handicapped, or mental measurement.

TOTAL

40

Semester Hours

d.

Certification for Director of Special Education

Rule 44 of the Teacher Training and Licensing Commission was promulgated on March 28, 1962. This rule provides new certification patterns for all teaching areas. Six basic certificates will be issued to cover the various positions in the public schools of Indiana. These certificates are:

- A. The General Elementary School Teacher Certificate
- B. The Junior High School Teacher Certificate
- C. The Secondary School Teacher Certificate
- D. The Nonconventional Vocational Teacher Certificate
- E. The School Service Personnel Certificate, and
- F. The School Administrator and Supervisor Certificate

The Auxiliary, subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

Endorsement for Director of Special Education

1. Candidates will be qualified for endorsement for Director of Special Education when they:

- a. Have met the general requirements for the School Service Personnel Certificate, Provisional.
 - b. Have three years of school experience as a special education class teacher or as a therapist.
 - c. Hold endorsement for teaching special education in a specific area of exceptionality.
2. The minimum program for endorsement for Director of Special Education is:
- a. Twenty hours of graduate credit in special education in addition to those required for the minor teaching area (twenty-four semester hours) in special education.
 - b. The total undergraduate and graduate program will include:
 - (1) Six semester hours in school administration including general school administration and the organization and administration of special education programs.
 - (2) Six semester hours in the special education classes area: Orthopedic and special health problems, partially sighted, blind, deaf, mentally retarded.
 - (3) Six semester hours in speech and hearing therapy.
 - (4) Six semester hours in psychology, including individual testing and evaluation.

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e.

Certification for School Psychometrist and Psychologist

Rule 44 of the Teacher Training and Licensing Commission was promulgated on March 28, 1962. This rule provides new certification patterns for all teaching areas. Six basic certificates will be issued to cover the various positions in the public schools of Indiana. These certificates are:

- A. The General Elementary School Teacher Certificate
- B. The Junior High School Teacher Certificate
- C. The Secondary School Teacher Certificate
- D. The Nonconventional Vocational Teacher Certificate
- E. The School Service Personnel Certificate, and
- F. The School Administrator and Supervisor Certificate

The auxiliary, subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

Endorsement for School Psychometrist

- 1. Candidates for endorsement for the School Psychometrist will meet the general requirements for the School Service Personnel, Provisional.
 - a. The master's degree will be psychological in nature, with a major in psychological measurement or the clinical field, emphasis on child development and learning, and clinical practice with children.
 - b. Acceptable substitutes for the professional teaching certificate will be a minimum of course work in each of the fields of human

growth and development, nature of exceptional children, remedial programs, curriculum, and the nature of learning, or the equivalent in training and experience.

2. The minimum program for endorsement for School Psychometrist will include an internship of at least three semester hours in a:
 - a. Clinic, hospital, school, or a
 - b. Clinic operated by an institution of higher learning which provides training for school psychometrists, but in all cases under the supervision of either a certificated school psychologist or an institution of higher learning which has been approved for training school psychometrists.
(A person holding a Ph.D. degree in a clinical psychology training program approved by the American Psychological Association and who completes a one-year internship will have met the requirements in a. and b. above.)

Endorsement for School Psychologist

1. Candidates will be qualified for endorsement for School Psychologists when they:
 - a. Have met the general requirements for the School Service Personnel Certificate, Provisional.
 - (1) Acceptable substitutes for the professional teaching certificate will be a minimum of course work in each of the fields of human growth and development, nature of exceptional children, remedial programs, curriculum, and the nature of learning or the equivalent in training and experience.
 - b. Hold a Doctor of Education or a Doctor of Philosophy Degree with either clinical psychology or school psychology as a field of concentration.
 - c. Have had either of the following:
 - (1) Two years of full-time employment as a school psychometrist under the supervision of an institution of higher education which has been approved for training school psychologists. The supervision may be performed by a school psychologist who is employed by either a public school system or a university, or
 - (2) The equivalent of one academic year of full-time internship, approximately one-half of which shall be in a public school, the remainder in a child guidance clinic, school for retarded, psychiatric facility, institution or combination thereof.

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f.

Certification for School Services Personnel

I. The School Services Personnel Certificate, Provisional

The School Services Personnel Certificate, Provisional, qualifies the holder to perform the school service endorsed on the certificate in the public schools of Indiana for five years from date of issue.

Applicants will be qualified for the School Services Personnel Certificate, Provisional, when they:

Complete the required graduate level program for the school service area in which endorsement is sought.

Hold the advanced degree required for the school service area in which endorsement is sought. This will be a master's degree (unless otherwise designated) in teacher education from an institution of higher education accredited to offer graduate programs in school services.

Have professional certification for teaching in the public elementary, junior high, or secondary schools of Indiana, or specified equivalency.

Are recommended for the School Services Personnel Certificate, Provisional, by the institution of higher education in which the qualifying program has been completed.

APPENDIX IV

FUNCTIONS AND RESPONSIBILITIES OF THE DIVISION OF SPECIAL EDUCATION OF THE INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

A. Statutory Functions

The Division of Special Education was established under Chapter 276 of the Acts of 1947. The purpose of the Division is: (1) general supervision of all special education in the schools of the State, (2) the making of rules and regulations concerning curriculum and instruction, including licensing in special education, (3) to inspect and rate all facilities for handicapped children, and, (4) to appoint personnel needed to accomplish the duties.

B. Duties and Responsibilities

The Indiana Department of Public Instruction, Division of Special Education has jurisdiction over all special education programs in the public schools of Indiana. The following programs are included: (1) classes for the physically handicapped, (2) classes or programs for the emotionally disturbed, (3) programs for the educable and trainable mentally retarded, (4) homebound teaching and school to home telephone service, (5) speech and hearing therapy, (6) occupational therapy, (7) physical therapy, (8) special education administration, and (9) school psychological services.

To carry out the legally prescribed functions relative to these various special education programs, the Division provides the following services:

1. Consultant services to all local school corporations in the establishment of new special education programs and the expansion and improvement of existing programs.
2. Individual approval of each special education program in local school corporations.
3. In-service training activities for teachers, therapists, administrators and school psychologists working in special education programs.
4. Preparation of the distribution of state reimbursement funds to local school corporations.
5. Cooperation with other agencies serving the handicapped.
6. Development and distribution of appropriate publications and other informational materials.
7. Encouragement and participation in research activities and helping local school keep informed of research findings which may be meaningful in the development of local special education programs.

C. Personnel

The professional staff consists of a Director, an Assistant Director for Field Services, State Supervisors in each of the areas of Deaf and Hard

of Hearing, Emotionally Disturbed, Mentally Retarded, Physically Handicapped, and Speech and Hearing Therapy. In addition, the Division employs a Coordinator of Special Projects who handles the in-service education and recruitment activities of the Division, and a Field Consultant for Special Education Instructional Materials and Media. Five Regional Special Education Consultants provide services to local school corporations in five geographical regions of the state.

D. Sources of Revenue for Public School Reimbursement

Funds for special education program reimbursement within local public schools come from the following four sources:

1. Investment of the Common School Loan Fund
2. Excise tax revenue (Alcoholic Beverage Commission)
3. General Fund of the State of Indiana
4. Interest from Counties